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Facultad de Filosofía, Letras y Ciencias de la Educación

Departamento de Investigación y Posgrados

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**“Application of Role-Plays to develop Conversation Skills in the
9th and 10th Grade of Basic Education in a Rural School
Azogues-Ecuador”**

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Autora: Diana Lucía González Parra

Directora: Ligia Eulalia Moscoso Carvallo

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ABSTRACT

The importance of Ecuadorian students attaining a functional use level in the English Language has recently become a primary objective for the Ecuadorian government. However, many students have difficulty with using English to convey an idea, thought or opinion. This situation has led to the development of this study, which consists in applying role-plays to develop conversational skills in the 9th and 10th grades of basic education in a rural school.

For this study, the 9th and 10th grades were unified due to the small number of students in both grades. In total, twelve students participated as subjects for this research. Speaking and listening pre-test and post-test, role-play rubrics, videos, and follow-up activities were the data collection instruments used.

In order to develop a theoretical framework, a bibliographic method was used. Moreover, quantitative method was applied for data collection. The analysis of data results was developed by observing the videos of the different role-plays, applying a speaking and listening pre-test and post-test, and using two types of statistics study: descriptive and inferential statistics.

The findings show that despite students' slight problems in fluency, accuracy, and confidence while using the English Language in the post-test, they improved their grades in comparison with the pre-test. The students' improvement in the post-test could be connected to the different types of role-plays and activities used, demonstrating the effectiveness of the role-plays to improve speaking and listening skills.

KEY WORDS: Role-play, conversation skills, speaking and listening skills.



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C.I: 0301835625



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Cuenca, 14 de octubre de 2014

Diana Lucia González Parra

C.I: 0301835625

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INTRODUCTION

Regarding the important role that the English language plays currently and the necessity to develop communicative skills in students so that they can use English to communicate; different types of methods, strategies, and techniques have been developed.

However, because most students have difficulty conveying an idea, thought, or opinion when attempting to do so in English, the role-play technique provides students the opportunity to practice English in different situations by interacting among themselves in pairs, groups, or with the whole class.

Unfortunately, students of “Ambato” Educative Center in Azogues like most of public schools in the country have learned English in a traditional way. It means that the teaching of English has been focused mostly on just acquiring grammar rules and vocabulary. Due to this, the students have neither practiced contextual verbal interaction like conversations in English nor used the language to convey ideas or opinions. This situation led to the necessity to look for, and use, meaningful and communicative techniques which help students improve their speaking and listening skills, like role-plays.

Several studies confirm the effectiveness of role-plays with EFL students. Mr. Lin Shen and Dr. Jitpanat Suwanthep applied e-learning constructive role-plays on Chinese students to improve their speaking performance. The results showed that students in the experimental group improved their language productivity significantly. Another study developed by Xu Liu at Beijing City University to motivate students to speak in English by using role-plays demonstrated the positive effects of role-plays to enhance the speaking skill. Furthermore, Sameera Ahmed Al-Senaidi in Sharqiya South Region used role-plays to promote oral fluency. The results showed that the students' average number of syllables increased gradually.

The studies aforementioned support the efficacy of role-plays. For this reason, the application of role-plays was considered as the most suitable technique to develop speaking and listening skills of 9th and 10th grade students.



The main aim of this study is to develop conversation skill in the 9th and 10th grades of Basic Education in a rural school through role-plays. The following specific objectives were set:

- To apply different activities based on role-plays.
- To develop two units based on the national curriculum of English.
- To analyze the students' results in the different activities based on role-plays to prove if this method improved students' speaking and listening skills.
- To document the different role-plays by using videos.

Students of "Ambato" Educative Center are the beneficiaries of this study. Due to the small number of students in the 9th and 10th grades, both grades were unified for this study in order to have a more homogeneous sample in age and the students' cognitive development.

This research paper contains four chapters. Chapter one begins with the theoretical framework: Constructivism, Communicative Language Teaching Approach, Conversation Skills, Role-plays, and Literature Review Findings. Chapter two is concerned with research methodology. Chapter three presents the analysis of the data result, which includes descriptive and inferential statistics analysis. Finally, in Chapter four, conclusions and recommendations are stated.



CHAPTER I: THEORETICAL FRAMEWORK

This chapter talks about constructivism, communicative language teaching approach, conversation skills, role-plays and literature findings, which are meaningful for this study.

1.1 Constructivism

The search for tools, guidelines, and strategies to understand education has led to the foundation of various teaching models, among them constructivism and humanism.

Constructivism is based mainly on the psychological theory which states that the connection between the environment and the learner's mind produces learning, because every human being is born with the capacity to acquire certain abilities, such as language comprehension and production (Herrera and Murry 181). According to constructivism, the social interaction between people contributes to the language learning. Constructivism also suggests that, in order to construct knowledge, children collect the information from the environment where they are learning (qtd in Herrera and Murry 181-182).

In the field of psychology, constructivism is based on cognitive approaches. Jean Piaget, Ausubel, Bruner, and Vygotsky are some psychologists whose theories have notably contributed to constructivism (Tamayo 52).

Jean Piaget, an important psychologist in cognitive development, emphasizes that the "main underlying assumption of constructivism is that individuals are actively involved right from birth in constructing personal meaning that is their own personal understanding, from their experiences" (Williams and Burden 21). In addition, Piaget, in order to explain how people learn from the environment, uses two concepts: assimilation and accommodation. According to Piaget, assimilation refers to absorbing the incoming information and transforming it in one's minds in order to incorporate it with the knowledge that one already has. On the other hand, accommodation is



to modify the information that one already knows by taking into account the new information (Williams and Burden 22).

Jean Piaget's theory of cognitive development states that learners must go along four learning stages. The first one is called the Sensory-motor stage. It goes from 0 to 2 years old. In this stage, children interact and perceive the world that surrounds them by using their basic senses. The second stage is the Pre-operational or Intuitive Stage. It extends from 2 to 6 or 7 years old. Here, the children's memory and imagination flourish; they use symbols to represent the world. The Concrete-operational Stage is the third one. In this stage, children are between 7 and 12 years old. They learn rules and form concrete examples, rather than abstract ones. The last stage is the Formal Operational Stage. This stage goes from 12 years old to adulthood. In this stage, the adolescent analyses logically and systematically (Williams and Burden 21-22).

According to Herrera and Murry, Vygotsky, a Russian psychologist, claimed that higher-order thinking occurs when thought and language interact among each other. In order to create a new understanding, the information selected by the students is integrated with what they already know (181).

Vygotsky developed the term ZPD (Zone of Proximal Development). ZPD is where learning is produced. Vygotsky states that ZPD is "the gap between what a learner already knows and the upper limit of what a learner can accomplish with expert assistance" (qtd. in Herrera and Murry 181). In other words, after the learners use and retain the information provided by an expert, that information is incorporated within their knowledge base. (Herrera and Murry 182).

The idea that a person is born with an innate capacity to learn a language was put forward by Noam Chomsky, and his idea is a fundamental base for the Communicative Language Teaching approach. Noam Chomsky developed the theory of the Language Acquisition Device (LAD). In David E. Freeman's interpretation the LDA "is a specialized area of the brain designed for language...Humans are born with the basic structures of all human languages already present in the brain" (13). Chomsky argues that the



language acquisition device "serves as an inherent mental system specifically devoted to language development and use...The structure of the LAD provides the learner with an innate understanding of what Chomsky has referred to as universal grammar" (qtd. in Herrera and Murry 182). For Chomsky and his followers, this innate understanding called Universal Grammar indicates that all languages have in common rules and structures. Due to this, children acquire the language that is spoken around them (Freeman and Freeman 14). As identified by Herrera and Murry, being exposed to social and communicative interaction in the target language supports learners by promoting the ability to understand and generate that language (183).

The American psychologist who has also contributed to the theory of constructivism with the theory of meaningful verbal learning is David Ausubel. According to this theory, in order to produce a significant learning, the new knowledge must be linked in a clear way with the prior knowledge of the individual. Therefore, the main contribution of Ausubel to educational practices is the 'advance organizers', which represent, facilitate the assimilation, and evaluate the meaningful hierarchical relations among concepts (Tamayo 53-54). The article "David Ausubel, M.D. (1918 - 2008) Meaningful Verbal Learning Subsumption Theory" affirms that the advance organizers provide learners with meaningful learning by incorporating new information with the current knowledge.

Jerome Bruner, an American psychologist, made significant contributions to the constructivism theory too. Bruner was a Professor of Psychology at Harvard University. He focused his interests in children's cognitive skills development. His theory is similar to Piaget's and Ausubel's. However, Bruner centered his attention on the environment of learning and the teacher's responsibilities rather than on the learners ("Jerome Bruner"). Williams and Burden point out that as Bruner linked his cognitive development to what was happening inside the classroom, he developed the spiral curriculum, which begins with introducing the fundamental ideas of a topic,



subject, or area. After that, the teacher must review these basic ideas in order to build upon the new knowledge (25).

Bruner claimed that young learners must be encouraged to discover for themselves the solutions to educational problems. Thus, they could come to understand even the most complicated topics and relate their understanding in a meaningful way to a coherent knowledge of the world (Williams and Burden 25).

Constructivism philosophy is based on subjectivism, rationalism, and relativism. It argues that the qualities of an element depend on its relationship with the environment. Based on this foundation, knowledge is what a person interprets according to his environment. Knowledge is a construction produced by a person. On the other hand, in the field of sociology, the learning is meaningful when it is the result of the relationship between teachers, learners, and the environment that surrounds the children (Tamayo 52-54).

Based on this constructivist theory, teachers must provide learners with social and communicative activities in the target language and accept errors as usual process of learning a language.

1.2 Communicative Language Teaching Approach

How a person acquires a second or foreign language has been a controversial issue for many years. This issue has led to the foundation of three main philosophical approaches to Language Instruction: the grammatical approach, the communicative approach, and the cognitive approach (Herrera and Murry 174).

This part examines the Communicative Language Teaching approach since it has its foundations in constructivism, which states that students learn in an active way.

First of all, this section explains how Communicative Language Teaching Approach was established. In Europe, as a response to the audio-lingual and grammar translations methods (McKenzie-Brown), Communicative Language Teaching was developed. From the 1930s to the 1960s, Situational Language Teaching was the main approach used by the British to teach English as a



foreign language. This approach focused on speech "as the basis of language and structure as being at the heart of speaking ability....Structures must be presented in situations in which they could be used " (Orwig). However, Noam Chomsky "had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language – the creativity and uniqueness of individual sentences" (Richards and Rodgers 153). Due to this, by the end of the 1960s, the different theories behind the Situational Language Teaching approach started to be questioned. Then, British applied linguists started centering its language teaching on "communicative proficiency rather than on mere mastery of structures" (Richards and Rodgers 153).

Besides these queries about the Situational Language Teaching approach, the growing number of immigrants and the need to improve foreign language-teaching methods in Europe led the Council of Europe, an organization for cultural and educational cooperation, to seek new language teaching methods. "A syllabus for learners based on notional-functional concepts of language use" (Savignon 1) was proposed by D. A. Wilkins, in 1972. According to Richards and Rodgers, two communicative meanings are mentioned by Wilkins, notional category, and communicative function category. The first one refers to ideas such as time, sequence, quantity, location, and frequency. On the other hand, the second one points out requests, denials, offers, and complaints (154).

Thus the Council of Europe together with "the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists, the rapid application of ideas by textbook writers and the equally rapid acceptance of these new principles" (Richards and Rodgers 154), brought to life what it is now known as the Communicative Language Teaching Approach (CLT).

CLT is regarded as an approach rather than a method, because it is based on a "theory of intercultural communicative competence that can be used to develop materials and methods appropriate to a given context of learning"



(Savignon 23). A teacher can use Communicative Language Teaching Approach not only to promote communication inside the classroom, but also to memorize, repeat, translate, or practice grammar structures, but in a communicative way, and to develop communicative competence (Savignon 229).

1.2. 1 Characteristics of CLT

Opposed to the Grammar Translation method, in which the students are passive, in CLT the students learn in a dynamic way because they interact with their other classmates in pairs, work groups, or with the whole class. Thus, all the activities are developed by the students. Socorro Herrera mentions in her book, *Mastering ESL and Bilingual Methods*, that some characteristics of communicative language teaching that it is "student-centered with emphasis on communication and meaningful acquisition of knowledge" (175). In order to present students with helpful, effective communicative activities, the teacher must include three important characteristics in the activities: information gap, choice, and feedback. The British Council says that information gap activity means that the teacher must present to the learners some information to answer, but some necessary data is absent. In order to complete the activity, the students must talk to each other to discover the missing information. The second characteristic, choice, involves providing the learner the opportunity to select what, and how, she/he will say something. "If the exercise is tightly controlled, so that the students can only say something in one way, the speaker has no choice and the exchange, therefore, is not communicative" (Larsen-Freeman and Anderson 123). Finally, feedback is developed when the speaker receives a response from the listener. Other fundamental aspects or characteristics of Communicative Language Teaching are that it centers on communication and its process, the use of real life situations, the employment of both functional and structural aspects of language (Littlewood 1), and the application of the language in diverse social contexts. Moreover, CLT affords students the opportunity to practice the language and be aware of the learning-process.

1.2.2 Aim of CLT

As Diane Larsen-Freeman and Marti Anderson point out "being able to communicate requires more than mastering linguistic competence; it requires communicative competence" (115). As reported by Savignon, "competence is defined in terms of the *expression, interpretation, and negotiation* of meaning and looks to both psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research to account for its development" (qtd. in Savignon 1). The learner must be able to "communicate his or her needs and thoughts, without worrying about having perfect grammar" (qtd. in Buri). Peter McKenzie-Brown in his book, *Reflections on Communicative Language Teaching: A Course Book for Teaching English as a Foreign Language* says "the theory behind CLT suggests that we learn language by using it. However, we use language in four different ways, which we can think of as competencies" and in order to achieve communicative competence, these four competencies are necessary: grammatical competence, sociolinguistic competence, strategic competence, and discourse competence.

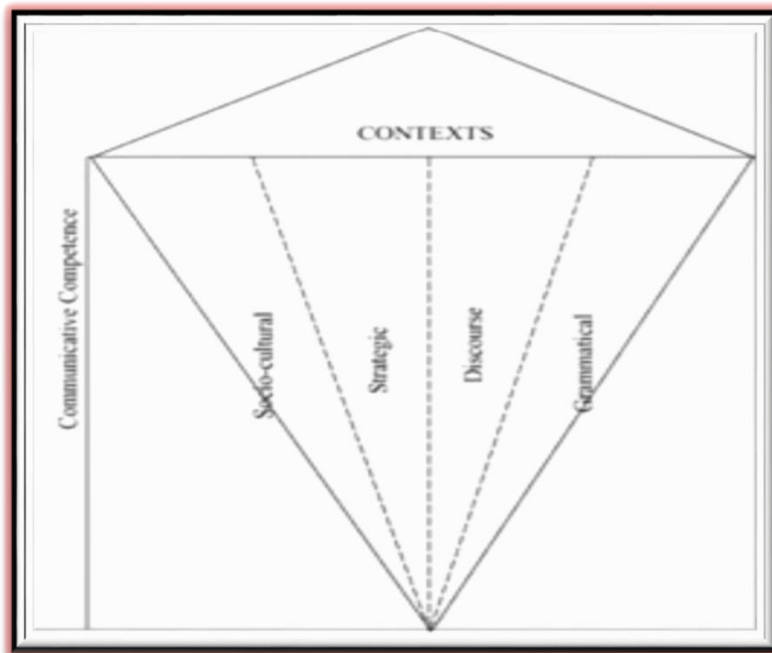


Fig. 1 "Components of Communicative Competence," Buri, Crisanta.



Grammatical Competence

This competence refers to the ability to use the grammatical structures, rules, vocabulary, and pronunciation of the language in the correct way. It means being able to use the language accurately. This competence cannot be neglected, or separated from the other competences. In connection with the other competences, grammatical competence must be studied and learned consciously and systematically. This competence also must be applied and related to language learning, even if this is done within the conversational context.

Savignon in her book *Interpreting Communicative Language Teaching Contexts and Concerns in Teacher Education* writes "Communication cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning" (7). Savignon's studies manifest "Grammar is important, and learners seem to focus best on grammar when it relates to their communicative needs and experiences" (qtd. in Savignon 7).

Discourse Competence

Discourse Competence refers to the "learner's ability to use the new language in spoken and written discourse - how well a person can combine grammatical forms and meanings to find different ways to speak or write....Teachers often call this ability the student's fluency" (McKenzie). Coherence and cohesion are essential concepts that form part of this competence. According to the Oxford Advanced Learner's Dictionary, coherence refers to "the situation in which all the parts of something fit together well" ("Coherence"). On the other hand, cohesion emerges when there is a relationship or association between the individual sentences.

Socio-cultural or Socio-linguistic competence

This competence is concerned with the use of language in certain social contexts. "Socio-cultural competence requires an understanding of the social context in which language is used: the role of the participants, the information



they share, and the function of the interaction" (Savignon 9). It also implies that people are not only exposed to the diverse cultural implications of language but also to the social use of the language, such as turn-taking in conversation, suitable content, tone of voice, and non-verbal language (Savignon 10).

Strategic competence

This competence refers to "the ability to solve communication problems despite an inadequate command of the linguistic and sociocultural code" (Luciano Mariani). According to this definition, a person has achieved strategic competence when he or she can use communication strategies such as paraphrase, circumlocution, literal translation, lexical approximation, and mime to convey and understand messages (Rababah 6-12).

1.2.3 Teacher and learner's roles in CLT

As CLT focuses on communication and the use of the language, both teachers and learners perform different roles than before. Elwell asserts that learners are more than negotiators in the learning process, and teachers are facilitators and independent participants (4).

Furthermore, one of the major responsibilities of a teacher in addition to teaching grammar "is to establish situations likely to promote communication." Besides these roles, the teacher is an advisor, a co-communicator, and monitor for the students (Larsen-Freeman and Anderson 122).

1.2.4 CLT in the Classroom

In the past, classrooms were never considered both as a social context and as the theme of investigation. However, in the 1960s and 1970s, studies about Second Language Acquisition and its educational difficulties emerged. One of the dilemmas presented in the exercises, in the books, and assessments was the focus only on the form of the language. As a result of these dilemmas, teacher-learner communication, pair and group work interaction, the use of the Second Language, the progress of communicative competence, and the aim of communication were some of the issues examined by the researchers (Savignon 21).



According to Peter McKenzie-Brown, in order to allow learners to learn, and comprehend, their second or foreign language and the learning process, the teacher must provide her/his students with communicative activities. These activities must be based on real-life situations, authentic materials, and the application of the four languages skills: listening, speaking, reading, and writing. Nevertheless, as Philip Elwell observes, sometimes it is very difficult to provide students a real language learning setting or context.

1.2.5 Principles of CLT

Larsen-Freeman and Anderson highlight some important principles of Communicative Language Teaching (CLT).

- Communication is the base of language teaching.
- Students' culture shapes their communicative competence.
- Learners use authentic language
- Learners understand the speaker's or writer's aim
- Learners must be trained about cohesion and coherence.
- CLT applies communicative games
- Learners can express their ideas and thoughts.
- Errors are seen as a natural process of learning.
- CLT creates real communicative activities
- CLT encourages students to practice on negotiating meaning.
- Students learn grammar and vocabulary from the function and situational context (119-121).
- Learners use language for different purposes (qtd. in Savignon 6).

Therefore, the Communicative Language Teaching approach was born as a response to the structural-situational and audio-lingual methods in the 1970s, "as well as a response to the need for new approaches to language teaching in Europe"(Richards 36). This approach allows learners not only to focus on grammar rules but also to use the language in different situations and contexts, and to understand the process of communication. Furthermore, this approach challenges teachers to develop authentic communicative activities.



1.3 Conversation Skills

Conversational skills refer to “language abilities needed to interact in social situations” (Hamza and Hasan ii). Speaking appropriately, using the right vocabulary and linguistic forms are some of the so-called language abilities. As identified by Hamza and Hasan, conversational skills involve not only social skills, but also cultural knowledge which enable one to know what, when, where and how to say something. Understanding and producing meaning are also important skills for a non-native English speaker, if he wants to communicate effectively (1). Nevertheless, before acquiring conversational skills, students must learn how to speak and listen successfully. Thus, to develop these skills, role-play is an important support.

1.3.1. Speaking

As language is a medium of communication, people learn to communicate by using the language. This, obviously, means by speaking it. Similarly, EFL students need to practice English extensively to acquire it. For this reason, they must be exposed to a great variety of speaking activities in the classroom. The speaking skill “involves developing detailed knowledge about why, how, and when to communicate, and other skills for producing and managing interaction” (qtd. in Hamza and Hasan 6).

Kempe and Holroyd say that, according to Vygotsky and Brunner if children are given the opportunity and time to practice the language, they will acquire knowledge. In other words, children learn by speaking.

Speaking skills are composed of two important categories: accuracy and fluency. Accuracy includes not only the appropriate use of vocabulary but also the correct application of grammar and pronunciation. Nevertheless, fluency involves speaking naturally (qtd. in Vilímec 8).

According to Harmer, the speaking skill involves other elements such as knowledge of language features, and the process of information. Knowledge of language features refers to connected speech, expressive devices, lexis, grammar and negotiation of the language. However, the development of information has to do with language processing and interacting with others. On



the other hand, Bygate says that speaking skill contains other components such as production skills and interactions skills. Production skills include facilitation and compensation. Interaction skills refer to routines, patterns for organizing utterances, and negotiation skills (qtd. in Vilímec 12-13).

1.3.2 Listening

How does a person learn to speak a language? The answer is simple, by listening. He must start as a baby. First, the baby tends to repeat the words that he listens to. In the beginning, this process is difficult. However, the baby keeps repeating the words until he finally speaks clearly. The same occurs when a person learns a foreign language.

There are two kinds of listening: intensive listening and extensive listening. As Walton Burns says, intensive listening refers to listening for specific information and details, for example, listening to answer questions with specific information. On the other hand, the purpose or goal of extensive listening is simply to understand the main idea, for instance, understanding the key idea of a story or song.

The skill of listening requires following three essential steps: hearing, understanding, and judging. The first step, hearing, refers to listening attentively to what the speaker is saying. Understanding is the next step. Once the listener has heard the information, he or she must understand and comprehend it. In other words, he must think about what he has just heard might mean. The last step is judging. In this step, the listener has to think if he or she has understood the information that he or she has heard and whether or not it makes sense ("Listening Skills").

1.4 Role Plays

As mentioned above, Communicative Language Teaching focuses on communication and the use of the authentic language by the students. According to CLT, communicative activities practiced in real situations provide students the opportunity to practice different functions such as inviting, requesting, or apologizing. In order to help students to achieve communicative



competence, CLT has many techniques and activities. One of them is role-plays.

Adam Blatner expresses that the word role was born in Ancient Greece when the actors used the rolled-up scripts to perform their plays. In 1910, Jacob L. Moreno, a young physician, requested some actors to restart the theater by improvising scenes. In 1925, Moreno travelled to the United States of America. There, he developed his concept of "psychodrama," which consisted of using plays with psychiatric patients. After some time, he realized that his concept could be applied to groups who had social problems. He called this idea "sociodrama." In this way, Moreno developed the concept of role and the importance of this notion for people. Thanks to roles, people could analyze their own roles in their lives. In this way, role-plays were born. Since the late 1940s, role-plays have been used as a technique in education.

Role-plays are one of the Communicative Language Teaching techniques. This technique provides learners the possibility to practice the language in diverse contexts and roles. Role-plays also fulfill the requirements that a CLT technique must contain information gap, choice, and feedback. Role-plays allow learners to establish what they are going to say. Learners are free to choose their own answers. Role-plays also offer learners an information gap. Information gap means that the learner does not know what information the other learner has. Learners also obtain feedback in order to know if they have, or have not, communicated successfully (Larsen-Freeman and Anderson 128). During role-plays, learners are encouraged to imagine that they are part of the outside situation, to adopt a certain role or character in the situation, and to focus on communication rather on the language itself (Littlewood 49-50).

1.4.1 Concept

Joanna Budden, in her article "*Role-Play*," says "role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation." Rebecca Teed affirms that role-plays "require the students to use imagination,

background knowledge appropriate to the character being role-played, and communication skills."

1.4.2 The Importance of Role-plays to acquire English as a Foreign Language

Some important features for using role-play as a technique to aid students to acquire English as a foreign language are the following: First, according to the learning pyramid, a person learns or comprehends better when he or she teaches and practices what he or she is teaching and learning.

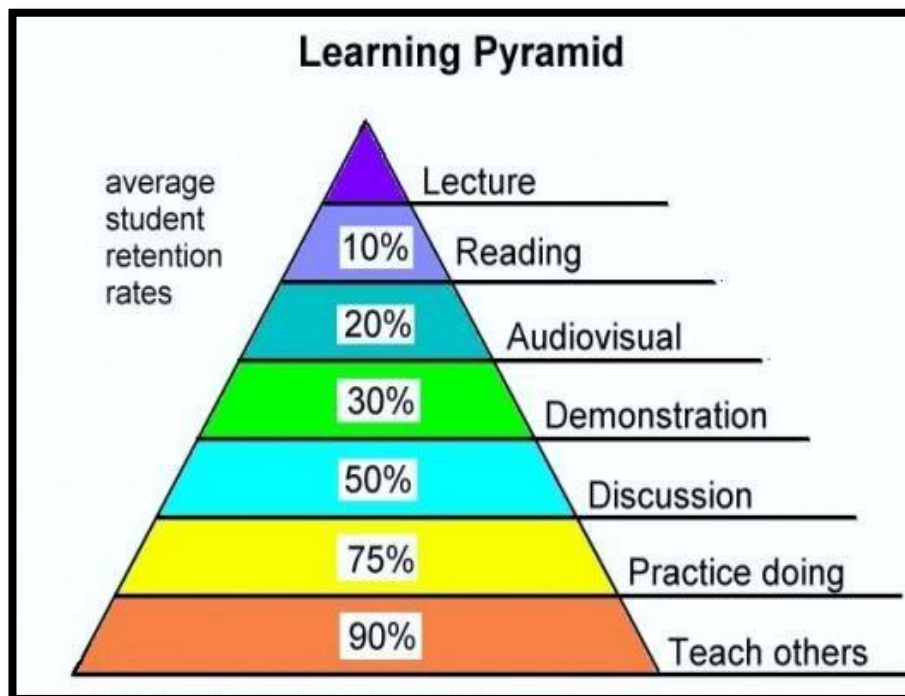


Fig. 2 Learning Pyramid; Kumar, Mohan.

Mohan Kumar affirms that the stimulation of role-plays, their interaction with the auditory, and the different kinesthetic forms of learning allow learners to acquire knowledge in a better way. Cognitive, psychomotor, and affective areas of learning are developed by using role-plays in the classroom. Furthermore, role-plays enhance learners' speaking and listening skills. Also, "different kinds of role play develop different kinds of learning" (Harries) such as problem solving and negotiation. Moreover, role-play "is highly motivating and enables students to put themselves in situations they have never experienced before; in particular it opens the way for them to put themselves in others' shoes" (Ments



10). Besides these learning advantages of role-plays, Morry van Ments cites others. Role-play "enables students to express hidden feelings, discuss private issues and problems, empathize with others and understand their motivations, gives practice in various types of behavior, and portrays generalized social problems and dynamics of group interaction, formal and informal" (13).

1.4.3 Types of Role-plays

On the basis of rather extensive research on this subject, it can be stated that there are individual role-plays, and interactive role-plays. Both individual and interactive role-plays can be controlled or free role-plays.

Controlled role-plays

The term "controlled role-plays" refers to textbook dialogues. In this type of role-plays, the learners are asked to practice the dialogue in pairs or groups (Doff 136). However, William Littlewood presents other examples of controlled role-plays.

Table 1

ROLE-PLAY CONTROLLED THROUGH CUED DIALOGUES

Learner A You meet B in the street	Learner B You meet A in the street
A: Greet B. B: A: Ask B where he is going B: A: Suggest somewhere to go together B: A: Accept B's suggestion B:	A: B: Greet A A: B: Say you are going for a walk A: B: Reject A's suggestion. Make a different suggestion A: B: Express pleasure.

Source: Littlewood, William; Communicative Language Teaching: an Introduction. 51.

In this example, each learner is given a card with some cues for the dialogue. The learners have to read the cues and plan or organize what they are going to say. According to William Littlewood, this type of role-play offers learners an environment of uncertainty because each learner does not know



what the other learner is going to say. For this reason, each participant must listen carefully to his or her classmate in order to give an appropriate response. William Littlewood also claims “the teacher can therefore use cued dialogues to elicit forms which he has just taught or which his learners would otherwise avoid” (51). Another advantage of using cued dialogues is that the teacher can use the cues so that the learners can practice specific functional meanings. Furthermore, the learners can either use a variety of forms, or express a certain function. In addition, the teacher can develop the learners' creativity by making the cues less detailed so that the learners can choose the topic and the language they desire (Littlewood 52).

Table 2

ROLE-PLAY CONTROLLED THROUGH CUES AND INFORMATION

Student A:

You arrive at a small hotel one evening. In the foyer, you meet the manager(ess) and:

Ask if there is a room vacant.

Ask the price, including breakfast

Say how many nights you would like to stay.

Ask where you can park your car for the night.

Say what time you would like to have breakfast.

Student B:

You are the manager(ess) of a small hotel that prides itself on its friendly, homely atmosphere. You have a single and a double room vacant for tonight. The prices are: \$8.50 for the single room, &15.00 for the double room. Breakfast is \$1.50 extra per person. In the street behind the hotel, there is a free car park. Guests can have tea in bed in the morning, for 50p.

Source: Littlewood, William; Communicative Language Teaching: an Introduction; 52-53.

This kind of role-play is used for practicing situations in which the learners need to find some information, for example, in a travel agency (53).



The learners are more creative and free in using the language.

Free role-plays

Scott Thornbury, in his article "Minimal Resources: Role-Plays and Discussion," states that free role plays are the ones that allow learners the possibility to communicate with others in a free and spontaneous form. According to Thornbury, discussions and debates are illustrations of free role plays. Nevertheless, Adrian Doff asserts that a free role-play could be prepared in class or at home.

If the role-play is prepared in class, the teacher should discuss with the whole class what the speakers might say, and write prompts on the board. The teacher must let all the students practice the role-play in pairs first. Then ask one or two good pairs to perform the role play in front of the class.

If the role-play is prepared at home, the teacher should divide the class into groups. Give each group a different situation and roles. Then each group prepares their role play outside the class, in their own time. Groups perform their role-plays in turn, on different days. (136).

Individual Role-plays

In this kind of role-play, a character is assigned to each student to investigate. Each student is asked to learn something important and interesting about that character, within the character's historical situation, and to write, or present orally in class, a report about this. "The challenge for these exercises is for the student to 'get into character,' to accept and work in the role that they've been assigned, especially if their character is very different from them" (Teed). Some examples of the most used individual role-plays are stories, letters, problem statements, speeches, and reports on findings. With stories, the students are asked to write a story from the point of view of a certain character. Letters allow learners to put on others' shoes. For instance, a teacher can request learners to imagine they would like to develop a plan for another expedition to the moon. In this case, the learners must have in mind whom they are going to write to, and how they are going to write a letter. A problem statement role-play refers to presenting a problem to the learners and requiring



them to write or tell the possible solutions to the problem. On the other hand, in speech role-plays, the teacher must establish a topic. Then, he or she must assign different roles to the students, according to the topic. For example, suppose a student is going to talk about exploratory oil drilling in Alaska.

For this role-play, one student could be an Alaskan University student; another one could be an environmentalist, and another learner could be a geologist. Each student prepares and presents to the teacher his or her argument in favor or against the idea of developing exploratory oil drilling in Alaska (Rebecca Teed).

Interactive role-plays

Interactive role-plays refer to transmitting or exchanging some information or ideas about a topic or issue between two or more people. Debates are effective illustrations of this kind of role-play. William Littlewood offers an example of an interactive role-play.

You are a group of people who are anxious to help the elderly in your Small town, and you have managed to make a start by collecting \$1,000 from local inhabitants and holding jumble sales. Study your role and then discuss how the money can best be used (57).

Table 3

INTERACTIVE ROLE-PLAY

Student A: Role: Miss Julia Jenkins, spinster.

You feel that you should contact one of the charity organizations at least for advice.

Student B: Role: Rev. Ronald Rix, the local vicar.

You wish to found an Old People's Club which will meet in the church hall. Some of the \$1,000 that has been collected was raised by holding jumble sales in the church hall.

Student C: Role: Mr. David Hicks, headmaster of the local primary school.

You are anxious for the pupils at your school to play a role in helping the aged.

Student D: Role: Mrs. Dorothy Foster, widow.

You think the money should be used to renovate an old country house which could be used as an old people's recreation center.

Source: Littlewood, William; Communicative Language Teaching an Introduction; 57.



1.4.3 Different Ways of using Role-plays

Besides using role-plays to practice dialogues, they are used to practice different forms of interviews, negotiations, and managing skills. Role-playing is "used to teach students the skills of interviewing, or in career lessons where it teaches candidates how to present themselves at interviews" (Ments 20). Management skills, which are developed by practicing group role-plays, are interpersonal skills, group dynamics, and decision-making. In groups, the learners have the possibility to interact with other classmates, make decisions, share ideas, respect others' ideas, and work as a team (Ments 20). Ments states that when learners participate in a role-play, they use the language by developing different situations of everyday life. Consequently, learners not only practice the vocabulary but they are also motivated to use the language and improve their speaking skill (19).

1.4.4 Use of ICT in Role-Plays

Today, information and communications technology (ICT) has become an indispensable tool for students' learning a language. Fisseha Mikre affirms that ICTs plays an important role in the constructivist approach since simulated and personal learning situations are created for the students. Furthermore, school modernization, teaching methods, and community assistance are some modifications that ICTs is developing remarkably (4).

Jane Drake writes that role-play is a valuable technique of learning which enables learners to observe the uses of ICT in the real world. The learners can practice how the different information and communication technologies work by using role-plays.

1.4.5 Essential aspects to take into account at the time of using role-plays

Role-play is an appropriate technique to develop conversation skills, listening and speaking; however, it requires certain aspects that a teacher must take into consideration. Joanne Budden in her article, "Role-Play," on the British Council website, mentions five tips to achieve success in role-plays.

The first tip expresses that the teacher's role is a fundamental characteristic of role-plays. In this technique, teachers act as facilitators of the learners by



providing them with new language. Spectator is another role of the teacher. Teachers observe the role-plays in order to provide suitable, supportive, and encouraging advice to the learners. Moreover, the teacher could develop the role of a participant by taking part in the role-plays.

The second tip says that creating a real environment could be the most difficult part of role-plays, but it is not impossible. The teacher can employ props, or simple things to create different scenes. Besides these, the teacher can also use classroom furniture.

The third tip states that role-plays are to engage learners in the character of the play or dialogue. If the students are not familiar with the character, it is an excellent idea to present learners a video about the character, or the scene of the play, so that they can become involved with the play and their roles.

The fourth tip mentions that role-plays are appropriate to introduce new language to the learners. Before the practice, a teacher can be like a walking dictionary for the students by providing them with new words or phrases which can be applied in the plays. Another possibility could be to let students look up in the dictionary new words or phrases that they could use in their plays. As Joanne Budden mentions, "by doing so, they will learn new vocabulary and structure in a natural and memorable environment. It is a chance to use real and natural language."

The fifth tip points out that errors are part of life, but when a person is learning a second or foreign language, it is essential to correct mistakes and errors. In role-plays, it is important not to correct errors or mistakes during the play but after it. A teacher can apply different strategies to correct errors. One of them is self-correction. The teacher can film or record the learner's role-play and let learners see and listen to their own performances so they can analyze them and correct mistakes. Another strategy is peer-correction. Here, the students listen to their classmates' role-plays in order to correct mistakes and errors. Teachers must be aware that sometimes peer correction will not be suitable for some students. For this reason, it is important that this kind of correction be positive for all the learners. The last correction strategy is making



a note. During the role-plays, the teacher makes notes of the different errors or mistakes that the students make. After the role-plays, or in future classes, the teacher corrects the mistakes or errors in an inspiring way so that the learners do not feel unmotivated.

Judith Harries, in her book, *Role Play Play in the EYFS*, states that it is fundamental to "involve the children in preparing a new role-play area whenever possible by having them make props and resources with you - the more involved they are, the better motivated they will be and the more effective the play."

Lynne Hand also expresses that the learners should be given a few minutes to study and review the main vocabulary and questions that are in the role-play before performing it so that they feel comfortable at the time of developing it.

Rebecca Teed reports that to acquire success in role-plays the formulation of objectives, topics, time, and expectations from the students are vital parts. Moreover, before the role-play, the teacher should anticipate the possible problems that the learners could present, or the words or phrases they could need or use to perform the role-play. Furthermore, it is an excellent idea to practice with the learners each character of the role-play so that the students are engaged in the role of a character, and achieve the goal of the role-play. Finally, during the play, a teacher must introduce the scenario and the situation of the role-play by providing learners with cards which contain basic information about the character of the play, the goals, and the background information.

1.5 Literature Review Findings

A considerable number of studies have been published on the use of role-plays with EFL students. The next three studies have been developed in non-English speaking countries such as China and The Sultanate of Oman.

Due to the significance of communicating in English in second and foreign language settings, and the lack of speaking skills to communicate with others in China, Mr. Lin Shen and Dr. Jitpanat Suwanthep developed a research



project. This project tested the application of “*E-learning Constructive Role Plays for EFL Learners in China’s Tertiary Education*” at the Suranaree University of Technology, in Thailand, in order to improve students’ speaking skill. The research questions formulated and pursued by Mr. Lin Shen and Dr. Jitpanat Suwanthep were

Does the constructive role play have any positive effects on improving the speaking performance of students with different levels of proficiency? What are second-year non-English major students’ opinions of the e-learning constructive role plays in their college English speaking classes? (8)

Two hundred and sixty students who were in the English advanced classes participated in this study. One hundred and thirty learners were allocated into an experimental group and 130 to a control group at random. During the eighteen weeks of the application of the method, the learners were required to study eight units of the *New Horizon College* book for two hours of English each week. Some instruments to collect data were speaking pretests and post-tests, role plays recordings’ analysis, questionnaires and interviews.

Both the experimental group and the control group used the same book and e-learning platform, the *New Horizon College English*. The only difference was that in the control group the e-learning platform provided learners the opportunity to practice speaking by developing behavioristic role plays which do not support students to improve their speaking skills. On the other hand, in the experimental group, Mr. Lin Shen and Dr. Jitpanat Suwanthep incorporated constructive role plays in the e-learning program to improve the speaking skills on students.

To apply the method, the teachers used one hour for teaching tutorial classes and one hour for practicing role plays in the computer lab. In the experimental group, the learners had to apply what they had learned in the tutorial classes by writing dialogues about a situation and performing the role play by interacting with their classmates. Their role-plays were carried out in a chat room by using microphones and earphones for thirty minutes. On the



other hand, the control-group students had to perform the role play by reading the different scripts of the dialogues that the e-learning program presented to them. In this group, the learners did not interact with their classmates but, rather, with a computer for thirty minutes.

Results of the application of the method:

The scores of the speaking posttest results of the control group were slighter higher than those of the speaking pre-test. These results indicated that the learners' speaking did not improve much. However, in the experimental group the speaking post-test results were much higher than the speaking pre-test. In language productivity, the students in the experimental group had a significant improvement. Learners' opinion about the applied method was positive.

According to this study, some of the limitations presented during the application of the method were the lack of time to develop the different role plays, shyness and nervousness about acting in front of the cameras, unsteadiness on the internet connection, and the individual differences among learners.

"Arousing the College Students' Motivation in Speaking English through Role-Play" is the title of the research done by Xu Liu at Beijing City University in China. The main aim of this research was to "arouse the college students' motivation in speaking English. Moreover, the project hypothesis is that using the activity of role-play is more effective in arousing the college students' motivation in speaking English than using oral English tests" (136).

For this study, freshmen learners were divided into two groups, the target group and the control group. Twenty students in the same English level participated in each group. In the target group, the students received forty-five minute English lessons. During these minutes, the learners had to use twenty-five minutes to develop a role-play. An oral test was given to the students each week, as part of the application of the method. This project was implemented for four weeks. Observation notes, questionnaires, and interview notes were the data collection instruments used.



In order to apply the method, in the first twenty minutes the learners received tutorial English classes. After that, the students were asked to develop a role-play in the remaining twenty-five minutes.

According to the questionnaires, interview notes, and observation notes results, the students' motivation in speaking English, in the target group, was enhanced. Nevertheless, some of the limitations presented during the application of the method were the sample size, which was small, and the short time of the research.

The next study of the application of role-play method was carried out in The Sultanate of Oman. The Ministry of Education of that country published and edited a "collection of 20 of the best research projects conducted by teachers" (iii). One of those research projects was "*Using Role-Play to Promote Oral Fluency*" conducted by Sameera Ahmed Al-Senaidi in Sharqiya South Region. The purpose of this study was to determine the efficacy of role-plays to enhance oral fluency. Fourth-grade learners were the participants of this research. Their ages were about nine and ten years old. These learners only possessed knowledge in grammar and vocabulary but not in oral production. During the study, the learners participated in four role-play activities for four months. Before the role-plays, the students were taught the new vocabulary and different expressions to use in the role-play activities. In order to analyze the role-plays, they were recorded as videos. Aspects like lengths of the runs in the students' speech and the numbers of turns were analyzed quantitatively.

The following results can be drawn from this study. First, "the average of numbers of syllables spoken by learners without lengthy pauses increased gradually over the four role plays" (69). Second, with respect to the number of turns, there was not much improvement. With respect to this, the researcher expresses "the number of turns may not be an indicator of fluency. How many turns the learners took would also have been influenced by the particular role they had in each role-play" (69).

This study presented some limitations. First of all, the lack of a controlled experiment "to make any cause-effect conclusions about role plays and oral



fluency” (70), the organization of the role-plays only for three people, which was not a usual teaching-learning space, and the small numbers of participants in the research.

The results achieved in the aforementioned three studies corroborate and support the research question of this thesis: Do role-plays enhance conversational skills? Despite the positive results attained about the usefulness of applying role plays to improve speaking performance and language productivity, to increase motivation in speaking English, and to promote oral fluency, it is imperative to point out the limitations. In the case studies, some limitations were the number of participants, the organization of the role-plays, the internet connection, the lack of time to develop the role plays, and the learners’ shyness about being filmed.



CHAPTER II: RESEARCH METHODOLOGY

2.1 Research setting and the study population

This research was applied in a rural School of Basic Education in Agüilán community, which belongs to Guapán parish in Azogues city, Ecuador. Due to the limited number of learners in the upper primary it was not feasible to have a control group or to form groups in a random manner. The students of the ninth and tenth grades were unified for the application of the method to have a more homogenous sample about the age of the students and their cognitive development. All 12 participants (3 male and 9 female students) were between the ages of thirteen and fifteen years. This intervention lasted from March 27th, 2013 to June 19th, 2013.

2.2 Research Methodology

In this study, the theoretical/applied research method was applied. With respect to the research design, a quasi-experimental - quantitative - statistical was the most appropriate to be used. As described by Pedro Morales Vallejo, a quasi-experimental design may or may not have a control group, and there is not a random assignment of the subjects to different groups (13). A quasi-experimental design, as recognized by Kurt Grashaw, “is one that looks a bit like an experimental design but lacks the key ingredient- random assignment” (qtd. in Grashaw 1). Furthermore, as highlighted by Alison Mackey and Susan M. Gass, “quantitative research starts with an experimental design in which a hypothesis is followed by the quantification of data and some numerical analysis is carried on”(2). In this research, some descriptive and inferential statistical analyses were similarly developed. These statistical analyses intend to provide the validity, or not, of the hypothesis, which states that if the application of role-plays to beginner students will improve their conversation skills.

2.3 Data Collection Instruments

Since the aim of this study was to develop the listening and speaking skills in ninth-and-tenth grade students of Basic Education, a speaking and listening pre-test and post-test, filming the learners’ role-plays, and the application of follow-up activities were chosen as data collection instruments.



Morales states that in a pre-test and post-test, the subjects are measured before and after the application of the study to prove if there is a variation. “As there is no control group, it is not an experimental design properly, although this design can be very useful despite its limitations (48).

The aim of applying pre-test and post-test was to determine the level of the students’ knowledge, test their speaking and listening skills and validate their progress after the application of this technique.

The pre-test and post-test used in this study have one purpose to determine the level of speaking and listening skills in the 9th and 10th grade students. An assessment rubric was used to measure speaking and listening skills. The scale that indicated the rating was distributed in three items: To be improved (1-2), Average (3-4), and Advanced (5). In the criteria part, language performance was taken into account. For this reason, five distinct dimensions were considered: answers to the questions, fluency, accuracy, confidence, and pronunciation. For each dimension, different descriptors were used to provide examples of performance (see appendix A for the speaking and listening pre-test and post-test).

Filming students’ role-plays was another data collection instrument used. As Richards and Lockhart recognize, a video recording “can be replayed and examined many times and can capture many details of the lesson” (qtd. in Liu 69). The data collected in the video recordings were applied not only to analyze and evaluate the speaking skill of the role-play participants, but also to assess the students’ listening skill. In order to evaluate this aspect, the students watched, listened to their classmates’ role-plays, analyzed and evaluated them by using a rubric paper (see appendix B). Students’ role-plays were also used to do some listening follow-up activities in class (see appendix C).

2.4 Procedure

In order to apply the method, an authorization of the headmaster of the school was necessary before conducting the research (see appendix D).



Besides this authorization, due to ethical concerns, students' parents or representatives were asked to give their permission to let their children participate in this case study and to be filmed (see appendix E).

2.5 Development of the Units

After the application of the pre-test, eleven lesson plans on units three and four were developed (see appendix F for a model of the lesson plan). The lesson plans were composed of three phases: activation (before), connection (during), and affirmation (after). In the activation phase, some activities were done to identify the student's prior knowledge about the topic or vocabulary. Most of the activities or strategies used in this phase were taken from the SIOP method - Sheltered Instruction Observation Protocol.

According to MaryEllen Vogt and Jana Echevarría, the SIOP's method activities and strategies provide learners with practice of the key content and language concepts. Learners' interaction is also stimulated by the SIOP method. This method uses many cooperative learning activities (2-3), too.

The strategies and activities employed in this phase focus on the "students' background experiences and knowledge, and past learning, and teach and emphasize key vocabulary about the topic" (Vogt and Echevarría, 3). The activities used were taken from the book by Mary Ellen Vogt and Jana Echevarría (see appendix G to appreciate some examples of these activities):

- ❖ Vocabulary quilt
- ❖ DOTS chart
- ❖ Onion ring activity
- ❖ Extension wheel activity
- ❖ Listen, Sketch, Label
- ❖ KIM strategy
- ❖ Foldable Activity

In the connection phase, the learners were provided with activities that connected their background knowledge (activation phase) with the new knowledge. In this phase, the students not only learned the grammatical part but also they practiced the pronunciation of the different expressions and



phrases. Activities that help learners develop the skills of listening and speaking were provided to the students (see appendix H for connection phase activities examples).

Some of the activities used were:

- ❖ Card games in pairs or groups
- ❖ Onion ring
- ❖ Umbrella
- ❖ Fifteen questions activity
- ❖ Jeopardy game

The last phase of the lesson plans was the affirmation one. In this phase, the students needed to develop controlled -through-cued dialogues, and controlled- through-cues and information role-plays. In order to apply the role-play technique, some aspects were taken into account.

First, the students were arranged in two ways, in pairs or groups so that peer interaction could be stimulated. Since grouping can aid learners to be creative, learn from their classmates, and improve their communication skills, learners were grouped differently. Sometimes, the groups were formed randomly by using games. For example, the learners were given a card with a flag and the name of the country. The students needed to say ***"I'm from....."*** (The name of the country they have in their cards). The learners who had the same flag formed a group. Grouping students in this way represented a challenge because one of the aims when students work in groups is that the group works in an effective way. One of the problems was that the members of some groups did not get along with each other. Therefore, the group did not work efficiently. Due to this, learners were grouped with their friends. It produced better results at the time of developing the different role-plays. Students had fun during the role-play; they felt comfortable, and the affective filter was low. Grouping students with more English skills with students who had problems with certain grammar points and expressions was another way to form groups to promote teamwork. However, multi-level grouping did not produce the expected effects since students with low English level felt



uncomfortable and feared to contribute with ideas. On the other hand, strong students did not help low-English-level students. Because of this, learners were grouped according to their level. Low-level students benefited from this since the teacher supported them with ideas and explanations. Another way for grouping learners was according to their interests or skills. This grouping technique helped students build new relationships. However, it was evident that grouping students to do a task or a role-play does not signify a guarantee of success. For this reason, it is vital to consider the aim of grouping students and selecting a suitable grouping method to achieve the goals.

Second, for this study, three types of role-plays were used in a progressive way and according to the level of difficulty:

- Role-playing controlled through cues dialogues developed in groups
- Role-playing controlled through cues dialogues developed individually.
- Role-playing controlled through cues and information in groups.

Role-playing controlled through cued dialogues was the first type of role-plays. In this type of role-play, four role-plays were performed by the students. In the first one, the students had to introduce to a friend. In the second one, they had to develop a role-play by using basic questions learned in the previous class. The third role-play was called *Where is....* In this role-play, the students had to use the demonstrative adjectives, expressions and questions to ask for some school supplies. Finally, the last role-play was *Talking about sports*.

In order to develop this type of role-play, the following steps were followed. First of all, the students were divided into pairs or groups of three by using different and suitable grouping methods.



Fig. 3. Pair; English Explanatory Dictionary. Fig. 4. Team work; Alcaraz, Fernández

Second, a card with some cues for the dialogue was given to the students. Here is an example.

Table 4

ROLE-PLAY CONTROLLED THROUGH CUED DIALOGUES

SITUATION:		
You are A and your friend is B. You are at the bus station waiting for a friend (C) whom you have not seen for years.		
Student A	Student B	Student C
A: Greet your friend and welcome him		
		C: Greet your friend and thank him for welcoming you.
A: Ask your friend how he is.		
		C: Answer that you are very well but a little tired and it is great to be here.
A: Introduce your friend (B)		
	B. Greet C and say him that it is nice to meet him.	
	B. Ask C where he is from.	
		C. Answer that you are from Colombia.
	B. Say an expression to show surprise	
		C. Say an expression to confirm your answer
A. Invite your friends to your home.		
		C. Accept the invitation.
	B. Refuse the invitation because you have to study.	
A. Say that it is ok and say good-bye.		
	B. Say good-bye to A and C	
		C. Say good-bye to B

Third, the groups read the cues and prepared the script for the role-play. In this part, the group was encouraged to work collaboratively to write the script. Students negotiated the use of previous expressions and grammar learned in the class. This part allowed students to share information and be involved in the task (qtd. in Liu 139). Additionally, the students obtained support from the teacher about what expressions could be used in the script.



Fig. 5 Thinking group; Pal Fazakas, Mihaly.

Fourth, after preparing the script, the students were presented a video so that the students could listen to the pronunciation of certain expressions, study the role of their characters and become involved with the play.



Fig. 6 Role-play: Firovia.

Fifth, the groups were given some suitable time to practice the role-play. The role-plays were filmed by the teacher. Taking into account that most students do not like performing in front of his or her classmates because they feel shy, insecure, and afraid of being teased by their classmates, the students presented most of their role-plays outside the classroom and not in front of their classmates.



Fig. 7 Sales Training - Role-Plays Done Right Can Play a Key Part; Ruff, Richard.

Finally, after filming, self-correction technique was used. Each group saw their own role-play to analyze it and correct their mistakes or errors. Four role-plays were developed in this category. Twenty-three hours were used in this first type of role-play (see Appendix I).

Role-play through cued dialogues (individually): this role-play was similar to the first one, but with a little variation. In this second group, three role-plays were developed. In the first role-pay, the groups develop different situations like apologizing or introducing my friend. In the second and third role-plays, students had to make requests by using the modal *Can*.

Process:

First, each student was given a card with some cues.

Table 5

ROLE-PLAY CONTROLLED THROUGH CUED DIALOGUES (INDIVIDUALLY)

Situation: Student A is asking for his book to student B
A: Greet your classmate.
B: Greet your classmate.
B: Ask how he is.
A: Answer you are very well.
A: Ask your classmate where your book is.
B: Say you do not know where his book is.
B: Ask your classmate if the book on your table is his
A: Give a negative answer
B: Ask your classmate if the book on the floor is his.
A: Give a positive answer
B: Give the book to your classmate
A: Thank your classmate.
B: Say you're welcome
A: Say Good-bye to your classmate.
B: Say you're welcome

Second, each student read and organized the script of his role-play card individually. Teacher supported students not only by providing them with new language but also by acting as a facilitator or a walking dictionary.



Fig. 8 Students in a classroom; Graphics Factory.

Third, once the students were ready with their scripts, they were grouped with other students in order to share and negotiate the information they wrote in their cards. Negotiation was developed in the students' L1 due to their English level.

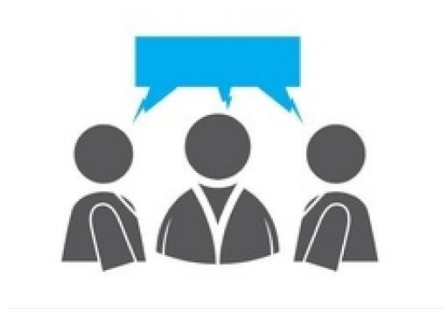


Fig. 9 Thinking group; Pal Fazakas, Mihaly

Fourth, after negotiating and improving their scripts, learners practiced the role-play.



Fig. 10 Role-play: Firovia.

Fifth, in the same way as the other role-plays, some of them were filmed outside the classroom.

Finally, self-correction was used.

This type of role-play challenges students to write the script of the role-play by themselves, and use the expressions and grammar learned in class. Three role-plays were performed.

Role-play through cues and information: This is the last type of role-play used. Three role-plays were developed by each group. In the first role-play, students had to ask for a computer in the laboratory. In the second role-play, learners had to invite a friend to a party or see a movie. In the last role-play, students had to invite a friend to play soccer.



Process:

First, students were divided into groups or pairs depending on the role-play.

Second, learners were given a role-play card. This type of role-play differed from the previous ones because here the card only described the situation of the role-play.

Table 6

ROLE-PLAY CONTROLLED THROUGH CUES AND INFORMATION

	STUDENT A: YOU ARE ORGANIZING A PARTY. INVITE YOUR FRIEND TO THE PARTY.
	STUDENT B: YOUR FRIEND IS GOING TO INVITE YOU TO A PARTY. ASK THE DATE, TIME, AND PLACE OF THE PARTY.

Third, in the groups, the learners created the script of the role-play and negotiated the appropriate expressions and grammar points they had to use. Likewise, the teacher supported and encouraged students to write their role-plays.



Fig. 11 Thinking group; Pal Fazakas, Mihaly

Fourth, after creating their role-play scripts, students practiced them.

Fifth, role-plays were filmed. Self-correction was also used.

In this type of role-play, learners were more creative and free in using English and different expressions. It aided learners to develop their thinking skills since they were challenged to use the right expressions or grammar points.

Setting of the role-plays:

During the developing of the different types of role-plays, the learners used the different places of the school such as the classroom, the headmaster's office, the computing laboratory, or the courtyard of the school, to create a calm environment and encourage learners to do the role-play without fear.



Duration:

Most of the students used only one or two minutes in the filming.

Observers:

At the beginning, the students developed their role-plays in the classroom and in front of their classmates and teacher. However, as they felt shy to act in front of them, they used different parts of the school.

Filming:

Before filming the role-plays, there were some practice sessions. At the beginning of the filming, students felt shy and nervous, and they sometimes forgot the script of the play. Acting in front of a video recorder was intimidating for students, but as they were practicing and presenting different plays they became familiarized with this.

These types of role-plays cover the four basic elements that McDaniel mentions: activities built on students' knowledge about a particular topic, students' involvement in the construction of the role-play, establishment of a specific situation, teacher's limited involvement and willingness to be flexible (qtd. in Graves 7).

Some essential techniques were implemented besides using different role-plays. First, the observation technique was used. Students saw a video where they had the opportunity to listen to the pronunciation of expressions and words. Second, the teacher's role during the application of role-plays was an important aspect. The teacher must be a facilitator to encourage learners to use a dictionary to look up new words or phrases they could use in their role-plays, to provide them with useful expressions, to observe their role-plays, and to give suitable and positive advice so that students could improve their presentations.

2.6 Reliability of the Instruments

According to Alison Mackey and Susan M. Gass, reliability "refers to consistency, often meaning instrument consistency" (128). Video recording the pre-test, post-test and role-plays allowed the researcher to replay and review several times the learners' productions to measure their speaking skill efficiently. Reliability can also be ensured by minimizing the presence of learners during the development of most of the role-plays. The learners were



offered the various spaces of the institution to develop their role-plays in a comfortable way. During the video recordings of the pre-test and post-test, the learners were not exposed to their classmates to decrease the observer's paradox effect. It refers to "the presence of an observer [that] can influence the linguistic behavior of those being observed" (Mackey and Gass 176). Different speaking rubrics were used besides using video recordings. In order to ensure the reliability of the rubrics, an exhaustive study of findings on the application of this method was carried out. Most importantly, rubrics were designed according to the students' level and to the different types of role-plays used in this study. Rubrics simplified feedback and peer-correction.

2.7 Validity

"Validity is the ability of an instrument to measure what it is designed to measure" (Kumar). In order to prove the validity of the different instruments used in this research, two different statistical paradigms are going to be applied: Descriptive and Inferential statistics. The descriptive analysis is going to be developed by using different tables and graphics to show the performance of the class. On the other hand, inferential statistics will use three types of analysis: confidence interval, t-test, and fisher test. These analyses will serve to measure the relationships between the independent and the dependent variables.

CHAPTER III: ANALYSIS OF DATA RESULTS

This research includes two types of statistics study:

1. Descriptive Statistics
2. Inferential Statistics

"Descriptive statistics can help to provide a simple summary or overview of the data, thus allowing researchers to gain a better overall understanding of the data set" (Mackey and Gass 251). On the other hand, according to Ashley Crossman, Inferential statistics "is concerned with making predictions or inferences about a population from observations and analyses of a sample. That is, we can take the results of an analysis using a sample and can generalize it to the larger population that the sample represents."



The hypothesis of this study was to prove whether the application of the role-play method improves speaking and listening skills in the 9th and 10th grade students. The first part of this chapter focuses on the speaking and listening pre-test and post-test by developing a descriptive and inferential statistics study. Then, the different role-plays are analyzed by using a rubric. Finally, the listening part is focused upon by describing and analyzing the different follow up activities based on the role-plays performed by the students.

3.1 Descriptive Statistics of the Pre-test and the Post-test

The pre-test was applied on March 27th 2013. It was a speaking and listening test. In this test, the students were asked to talk about themselves and their families. They were also asked some basic questions such as their name, age, or about their family. In order to evaluate student's performance, a rubric was used. During the test, they were filmed. The post-test was taken on June 19th, 2013. It was also a speaking and listening test. The students were again asked to talk about themselves, but they were asked questions about their favorites. For example, what their favorite singers, actors, or sports were. The students were filmed during this test too, and the same rubric used in the pre-test was applied in the post-test (see appendix A for the speaking and listening pre-test and post-test)

This section develops a descriptive analysis of the results obtained in the pre-test and post-test applied in this study. The following charts are comprised of quantitative information from the sample of this research. The quantitative information was obtained from the results of the pre-test and post-test. The collected data have been registered and represented in tables and graphics.



Table 7

PRE-TEST AND POST-TEST RESULTS ACHIEVED BY THE STUDENTS IN EACH CRITERION

Criteria Students	ANSWER TO THE QUESTIONS 5		FLUENCY 5		ACCURACY 5		CONFIDENCE 5		PRONUNCIATION 5		TOTAL	TOTAL
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	PRE- TEST	POST- TEST
1	3	3	2	2	2	2	2	2	2	3	11	12
2	3	4.5	2	3	3	4	2	4	3	3	13	18,5
3	4	5	3	4	4	5	3	5	3	4	17	23
4	4	4	3	3.5	3	5	2	4	3	4	15	20.5
5	3	3	2	3.5	3	4	2	3	3	3.5	13	17
6	4	4	4	5	4	5	4	5	4	4	16	23
7	5	5	4	5	5	5	4	5	4	4.5	22	24.5
8	5	4	3	5	3	5	4	5	4	4	19	23
9	5	5	3	5	5	5	4	5	4	4.5	21	24.5
10	4	5	3	5	3	4.5	4	5	4	4.5	18	24
11	4	3	2	4	2	5	2	4.5	3	4.5	13	21
12	4	3	4	5	4	5	4	5	4	4.5	20	22.5
TOTAL	48	48.5	35	50	41	54.5	37	52.2	41	48	198	253.5
MEAN	4,00	4.04	2,92	4.17	3,42	4.54	3,08	4.38	3,42	4.00	16,50	21.125
%	80%	81%	58%	83%	68%	91%	62%	88%	68%	80%	66%	84.50%

Table 7 shows the scores obtained by each student in the speaking and listening pre-test and post-test. In order to score these skills, a rubric was used. The listening and speaking rubric was designed with five criteria, each one over five points. The criterion *answer to questions* measures the listening skill. On the other hand, the criteria *fluency*, *accuracy*, *confidence* and *pronunciation* measure the speaking skill. Furthermore, this table illustrates the mean and the percentage over 100% in each one of the criterion.

Table 8

RESULTS OF THE GENERAL MEAN OF EACH CRITERION OF THE PRE-TEST AND THE POST-TEST

Skills	Criteria	Pre-test results	Pre-test results	Post-test results	Post-test results	Difference pre-test and post-test	Difference results by skill	
		5	100%	5	100%		Pre-test	Post-test
Listening	Answer to questions	4,00	80%	4,04	81%	0,04	4,00	4,04
Speaking	Fluency	2,92	58%	4,17	83%	1,25	12,84	17,09
	Accuracy	3,42	68%	4,54	91%	1,12		
	Confidence	3,08	62%	4,38	88%	1,30		
	Pronunciation	3,42	68%	4,00	80%	0,58		
	TOTAL	16,50	66%	21,125	84,50%	4,625		

Table 8 lists the results of each criterion both in the pre-test and the post-test, the total score in each test and the percentage of each criterion. The data in this table were taken from table 7. The results show that learners performed better after the application of the method as the total score increased from the pre-test to the post-test. There is a **4.625** point difference between the pre-test and the post-test. With regard to the listening skill, in the pre-test the students had a score of **4, 00**, but in the post-test, they had a score of **4, 04**. In the speaking skill, in the pre-test, the whole class reached a score of **12, 84** and in the post-test **17, 09**. Both the pre-test and the post-test results in this table were obtained by applying the mean or the arithmetic average measure of central tendency. The mean was used because it is “the basis for many

advanced measures (and statistics) based on group behavior” (Mackey and Gass 255).

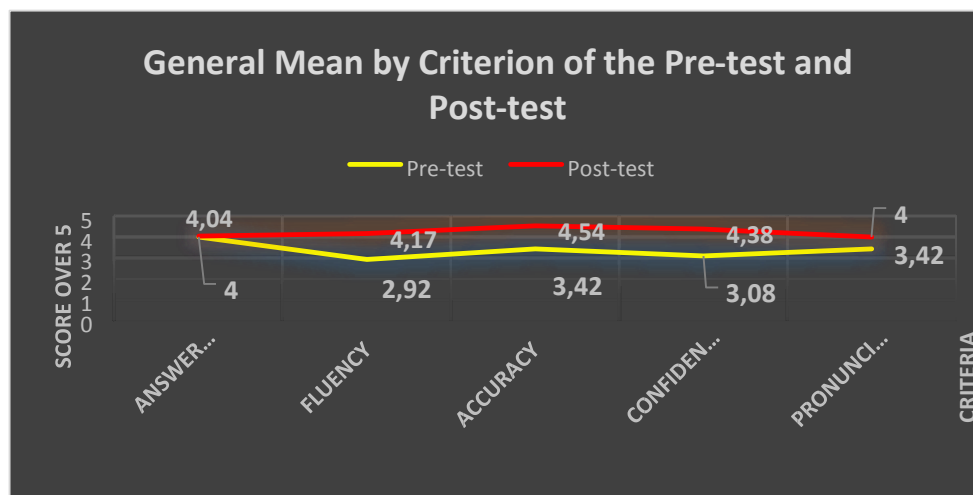


Fig. 12 General Mean by Criterion of the Pre-test and the Post-test

This graph compares the general results of each criterion in the pre-test and post-test. The yellow line shows the results of the pre-test while the red one displays the results of the post-test.

As mentioned above, the criterion *answer to the questions* measures the listening skill. As can be seen, this criterion has a mean of 4 points which is equal to the 80%, while in the post-test the class achieved a score of 4.04 (81%), which means that there is only an increase of **0.04**. On the other hand, in the speaking skill, the performance in the second criterion, *fluency*, has increased from an average of **2.92** in the pre-test to an average of **4.17** in the post- test. This means that there was an upward growth of **1.25** points in this criterion between the pre-test and the post-test. The score, in the third criterion, *accuracy*, has also increased **1.12** points in the post-test. With regard to the fourth criterion, *confidence*, the graph shows that there is also an increase of **1.30** points in the post-test (3.08). Finally, in the last criterion, *pronunciation*, there is only an increase of 0.58 in the post-test.

The results obtained, in figure 12, indicate that students have improved their speaking skill mostly; however, there is not a significant improvement in the listening skill. With regard to the speaking skill, in the fluency criterion, in the



pre-test, the students produced speech always disrupted by hesitations; however, in the post-test, the students produced speech sometimes disrupted by hesitations, and students searched for the correct form of the expressions. On the other hand, in the accuracy, during the pretest, students made many grammatical errors which obscure the meaning, but in post-test, the students made fewer grammatical errors which most of the time do not interfere with the message. On pronunciation, in most of the role-plays the students pronounce the words somewhat clearly.

There are some possible explanations for these results. One factor was the role-playing process. Students were exposed to a variety of speaking and listening activities before developing the different role-plays. Interviews and onion rings were some of the activities used so that the students were familiarized with the pronunciation and some expressions and words. In this way, they were encouraged to use those expressions and words in the different role-plays. In addition, filming was excellent according to the students' opinion. Filming supported them in working to improve their pronunciation, in getting to know each other in a better way, to improve their confidence while speaking in front of the class, to control their nervousness when acting in front of a camera, and to remember the different expressions learned in the previous classes (see appendix J for the students' survey about the role-plays).

These results are consistent with those of Mr. Lin Shen and Dr. Jitpanat Suwanthep, who found that the application of role-plays improved the students' speaking skill significantly. Other studies developed by Xu Liu at Beijing City University in China and Sameera Ahamed Al-Senaidi in Sharqiya South Region confirm that role-plays motivated students to speak in English and promoted oral fluency. These findings are detailed in the Literature Review Findings 1.5.

Contrary to expectations, this study did not find a significant difference between the results obtained in the listening skill in the pre-test and the post-test as can be seen in table 8. In order to score the listening skill, the students were asked some basic questions about their names, age, family, or favorites.

Students were supposed to understand the questions in order to answer them appropriately.

In conclusion, in the listening skill, which was measured in the first criterion, the students have raised their performance slightly. On the other hand, in the speaking skill, which was measured in the second, third, fourth, and fifth criteria, the students have raised their performance significantly.

The positive results of applying role-plays to improve speaking skill can be also seen in the next descriptive table and graphic, which depict the increase of the numbers of students with a high score of 23-24 in relation with the pre-test.

Table 9

NUMBER OF STUDENTS BY SCORE

SCORES	Nº of students pre-test	Nº of students post-test
Score 11-13	4	1
Score 15-16	2	0
Score 17-18	2	2
Score 19-20	2	1
Score 21-22	2	2
Score 23-24	0	6

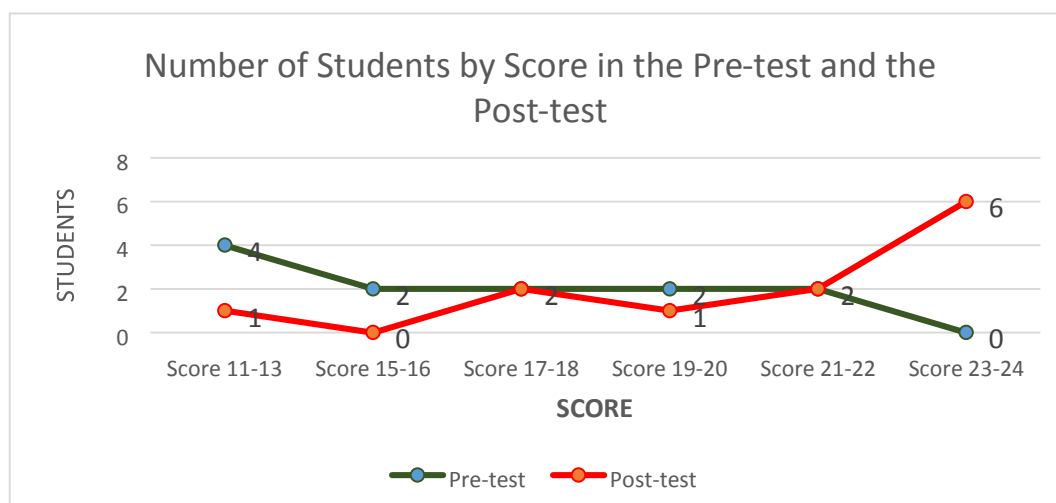


Fig. 13 Number of Students by Score in the Pre-test and the Post-test

In this comparative graph, the x axis shows the different scores while the number of students appears in the y axis. The number of students with a score

of 11-13 in the pre-test is four and in the post-test it is only one. This means that there is a decline of students with regard to this score. Then the number of students with a score of 15-16 is 0 in the post-test, while in the pre-test there are two students with this score. However, as the graph indicates, both in the pre-test and the post-test two students have a score of 17-18. In the next score 19-20, it can be seen that in the pre-test two students achieved this score while in the post-test there is only one. With regard to the score 21-22, this comparative graph illustrates that two students obtained this score in both the pre-test and post-test. Finally, in the score 23-24, it may be seen clearly that the number of students with this score has considerably increased to 6 students in the post-test; however, there were 0 students with this score in the pre-test.

Table 10

PRE-TEST AND POST-TEST SCORES, THE MEAN AND THE STANDARD DEVIATION

Nº of students	Pretest	Posttest	Difference		
	Score: 25	Score: 25		di-d	(di-d)^2
1	11	12	-1	3,625	13,140625
2	13	18,5	-5,5	-0,875	0,765625
3	17	23	-6	-1,375	1,890625
4	15	20,5	-5,5	-0,875	0,765625
5	13	17	-4	0,625	0,390625
6	16	23	-7	-2,375	5,640625
7	22	24,5	-2,5	2,125	4,515625
8	19	23	-4	0,625	0,390625
9	21	24,5	-3,5	1,125	1,265625
10	18	24	-6	-1,375	1,890625
11	13	21	-8	-3,375	11,390625
12	20	22,5	-2,5	2,125	4,515625
Mean	16,5	21,125	-4,625	Total	46,5625
Standard Deviation	3,5802488	3,7058001	2,057414529		2,05741453
	Sx	Sy	Sd		

VARIANCE	PRE-TEST	POST-TEST	
	12,8181818	13,7329545	0,933388498

The results in Table 10 illustrate an increase in the post-test. The average in the pre-test was **16.5** over 25 and the average in the posttest was **21.12** over 25. According to these results, there was an increase of **4.625**.

In conclusion, the difference between the pre-test and the post-test is satisfactory because it demonstrates that the whole group has improved the listening and speaking skills 4,625 points. Furthermore, the students showed a better performance in the post-test compared to the English level from which they started.

3.2 Inferential Statistics of the Pre-test and the Post-test

As identified by Dr. Carol Albrecht, inferential statistics “determines probability of characteristics of a population based on the characteristics of your sample, and helps assess the strength of the relationship between your independent (causal) variables, and your dependent (effect) variables.”

In order to implement an inferential statistical analysis, three types of analyses have been used:

1. **Confidence interval** to estimate the difference of population means.
2. **t-test:** hypothesis testing to demonstrate the similarity of population means.
3. **Fisher Test:** hypothesis testing to demonstrate the similarity or difference of variances

Confidence Intervals:

A confidence interval gives an estimated range of values which is likely to include an unknown population parameter, the estimated range being calculated from a given set of sample data...Confidence intervals are usually calculated so that this percentage is 95%, but we can produce 90%, 99%, 99.9% (or whatever) confidence intervals for the unknown parameter.
..Confidence intervals are more informative than the simple results

of hypothesis tests (where we decide “reject H_0 ” or “don’t reject H_0 ”) since they provide a range of plausible values for the unknown parameter. (Easton and McColl)

In other words, confidence interval refers to a range of values, in which the true value of the parameter is included. There are different interval selections used to determine the confidence interval (90%, 95%, or 99%). In this study, the interval selection used to calculate the estimated range was 95%, which signifies the level of confidence about the estimate range. This also means that if we apply the same method by using the same procedure over and over, the “95% of the time the interval will contain the true parameter value” (Starmer)

This study starts from a sample of 12 students, which are similar levels. As Nardo Tenesaca says, “confidence intervals initiate with a statistic of application of t_{n-1} and confidence level of 95%, which is the level of certainty to affirm that the interval will be inside the calculated value” (Tenesaca). The confidence interval to estimate the difference between values is:

$$\mu_d = \bar{d} \pm t_{n-1} \frac{S_d}{\sqrt{n}}$$

$$Ud = 4.625 \pm 2.201 \frac{2.057414529}{\sqrt{3.46}} = 3.31 / 5.93$$

μ_d	The difference between the population mean	
\bar{d}	The mean of the differences	4.625
t_{n-1}	Degrees of freedom This is the statistic t which describes the distribution of students applied to $n-1$ degrees of freedom.	2.201
S_d	The standard deviation of the differences of the pre-test and post-test	2.057414529
n	The number of students.	12

Variances	(Standard deviation) to the power two	
-----------	---------------------------------------	--

$$\mu d = \mu x - \mu y$$

$$Ud = 16.5 - 21.125$$

μx	Estimated population mean of the pre-test	16.5
μy	Estimated population mean of the post-test	21.125

The confidence interval result shows that the estimated range is between 3.31 and 5.93. This means that the improvement of the speaking and listening skill by applying the Role-Play method has a level of confidence of 95%, an upper limit of **3.31**, and a lower limit of **5.93**. That is to say that the minimum difference estimated between the pre-test and the post-test is **3.31** and the maximum performance estimated is **5.93**. This result supports the validity of the application of the method in the improvement of the speaking and listening skill.

t-Test:

The statistical test used in this study is the paired t-test. As Alison Mackey and Susan M. Gass, define the paired t-test, it "is used when the groups are not independent, as in a pre-test/posttest situation when the focus is within a group (a person's performance before treatment compared with his or her performance after treatment)" (272). This is the paired t-test formula.

$$t_0 = \frac{\bar{d}}{S_d / \sqrt{n}}$$

$$|t_0| > t_{\alpha/2, n-1}$$

➡

t0= means the calculated value 7,78718617

$$7,78718617 = \frac{4,625}{2,057414529 / \sqrt{12}}$$

$$|7,78718617| > 2,201, 11$$

↓

Rejection criteria

T critic of comparison for a level of confidence of 95%: $\alpha = 0.05$ $\alpha/2 = 0.025$

\bar{d}	Mean	4,625
SD	Means Standard Deviation	2,057414529
n	The number of students	12
$t_{/2, n-1}$	Means table value	2,201

Stating the hypothesis:

Ho: $\mu_x = \mu_y$	Null hypothesis: pretest equal to posttest
HA: $\mu_x \neq \mu_y$	Alternative hypothesis: pretest is not equal to post-test.
Ho: $\mu_D = 0$	Null hypothesis: the population mean is equal to zero
HA: $\mu_D \neq 0$	Alternative hypothesis: the population mean is not equal to zero.

Since ***to*** is larger than $ta/2, n-1$ (**7,78 > 2,201**) the null hypothesis is rejected.

In order to have a better comprehension, about this formula, it is essential to know what the null hypothesis refers to. The null hypothesis states that the results of the pre-test and the post-test are equal, which means that there was not any improvement of the students after the application of the method. However, this formula rejects this null hypothesis by showing that the results of the pre-test and the post- are noticeably diverse from each other.

In conclusion, the population means are statistically different, which guarantees statistically that after applying this study to other populations with



similar characteristics to the applied population, the results will be satisfactory, demonstrating a scientific contribution in this thesis.

Once more, it is confirmed that the population mean is not equal between the pre-test and the post-test and it is evident the increase of the effectiveness of the method.

Fisher Test (f-test)

This is used to compare the variances of both the pre-test and the post-test.

The f-test formula is:

$$F_o = \frac{S_x^2}{S_y^2}$$

REJECTED. H_0

$F_o > F_{\alpha/2, nx-1, ny-1}$. right tail

o. si

$F_o < F_{1-\alpha/2, nx-1, ny-1}$. left tail

$F_o = \frac{S_x^2}{S_y^2}$	Calculated value is equal to the variance of the pre-test with respect to the variance of the post-test	12,8181818 / 13,7329545 = F test 0,933388498
$F_o > F_{\alpha/2, nx-1, ny-1}$ o. si	Calculated value is greater than F critic (right side)	0,933388498 < 3,474
$F_o > F_{\alpha/2, nx-1, ny-1}$	Calculated value is less than F critic (left side)	0,933388498 > 0,288

Setting the hypothesis:

$H_0 : \sigma_x^2 = \sigma_y^2$	Null Hypothesis: variance one (pre-test) is equal to variance two (post-test).
$H_A : \sigma_x^2 \neq \sigma_y^2$	Alternative Hypothesis: variance one (pre-test) is not equal to variance 2 (post-test).
$H_0 : \frac{\sigma_x^2}{\sigma_y^2} = 1$	Null Hypothesis: Variance one (pre-test) with respect to variance 2 (post-test) is equal to one.
$H_A : \frac{\sigma_x^2}{\sigma_y^2} \neq 1$	Alternative Hypothesis: Variance one (pre-test) with respect to variance 2 (post-test) is not equal to one.

The f-test “is a statistical significance test used for small sample sizes” (Foster). This test measures “if the variances from two populations are equal” (F-test for Equality of Two Variances).

The f-test confirms that the satisfactory results of the pre-test and the post-test have an equal variation. This means that both the pre-test and the post-test carried out a normal process. This reinforces even more the behavior of the means and ensures that there is not an extreme variation in each of the tests and that the mean of the post-test was not the result of an exaggerated variation in the data.

3.3 General descriptive analysis of the three type of role-plays

This section presents a descriptive analysis of the general results achieved in each group of role-plays applied to the sample. In order to analyze the different role-plays, they were filmed. Furthermore, a rubric was used to score each role play (see appendix K for the rubric).

During the application of the role-play method, ten role-plays were performed by the students (see appendix L for the transcription of the role-plays). These role-plays were classified in three groups:

- 1) **Role-playing controlled through cued dialogues (in groups)**
- 2) **Role-play through cued dialogues (individually)**
- 3) **Role-play through cues and information**

Table 11

GENERAL RESULTS OF THE THREE GROUPS OF ROLE-PLAYS

TYPE OF ROLE-PLAY	CRITERIA				TOTAL 20
	Verbal Communication 5	Non-verbal Communication 5	Character appropriateness 5	Clear Language 5	
1 Role-Play controlled through cued dialogues in groups	3,22	2,76	2,70	3,03	11,71
2 Role-Play controlled through cued dialogues individually	3,40	3,24	3,20	3,31	13,15
3 Role-Play controlled through cues and information	3,79	3,47	3,47	3,47	14,2
TOTAL	10,41	9,47	9,37	9,81	39,06
MEAN	3,47	3,16	3,12	3,27	13,02
%	69,4%	63,2%	62,4%	65,4	65,1%

Table 11 encompasses the general results obtained in the different groups of role-plays. Furthermore, this table depicts the final mean that the class achieved in each speaking skill criterion and its percentage. This table provides a better comprehension of the class performance in the role-plays.

As can be seen, the whole group presents progress in each of the criterion; however, the students reached a lower percentage in the criteria of Non-verbal communication and Character appropriateness. Nevertheless, they acquired better results in the criteria of verbal communication and clear language.

It can be said that one main reason for the results in the criteria of Non-verbal communication and Character Appropriateness was the students' shyness. Most of them were timid and not so expressive at the beginning of a conversation even in their L1, which influenced their score in these two criteria. On the other hand, criteria where students got better results were Verbal Communication and Clear Language (see appendix M for the results of the different groups of role-plays). One of the reasons for getting these results was probably the practice of different speaking activities before developing the different role-plays, which supported students to progressively increase their score in the criteria of Verbal Communication and Clear Language.

It is encouraging to compare this analysis with that described in the Literature Review Findings. Mr. Lin Shen and Dr. Jitpanat Suwanthep, in China in 2011, found that shyness and nervousness to act and speak in front of the cameras were some limitations that affected the students' performance in the role-plays.

3.3.1 Descriptive analysis of each type of role-play

Role-playing controlled through cued dialogues in groups-results

This first group is composed of four role-plays. Each role-play was analyzed using the same rubric, which has four criteria to be scored: verbal communication, non-verbal communication, character appropriateness, and clear language. Each criterion was scored over five points with a total of 20 points. Twenty-three hours were used in this type of role-play.

Table 12

GENERAL RESULTS OF THE FIRST GROUP OF ROLE-PLAYS CONTROLLED THROUGH CUED DIALOGUES IN GROUPS

CRITERIA						
TYPE OF ROLEPLAY	Nº Role- plays	Verbal Communica tion 5	Non-verbal Communication 5	Character appropriateness 5	Clear Language 5	TOTAL 20
Roleplaying controlled through cued dialogues In groups	1Introducing a friend	2,75	2,25	2,38	2,63	10.01
	2 Asking basic questions	3,4	3	2,8	3,2	12.4
	3 Where is my...?	3,92	3,50	3	3,50	13.92
	4 Talking about sport	2,80	2,30	2,60	2,80	10.05
TOTAL		12.87	11.05	10.78	12.13	46.83
MEAN		3.22	2.76	2.70	3.03	11.71
%		64.4%	55.2%	54%	60.6%	58.55%

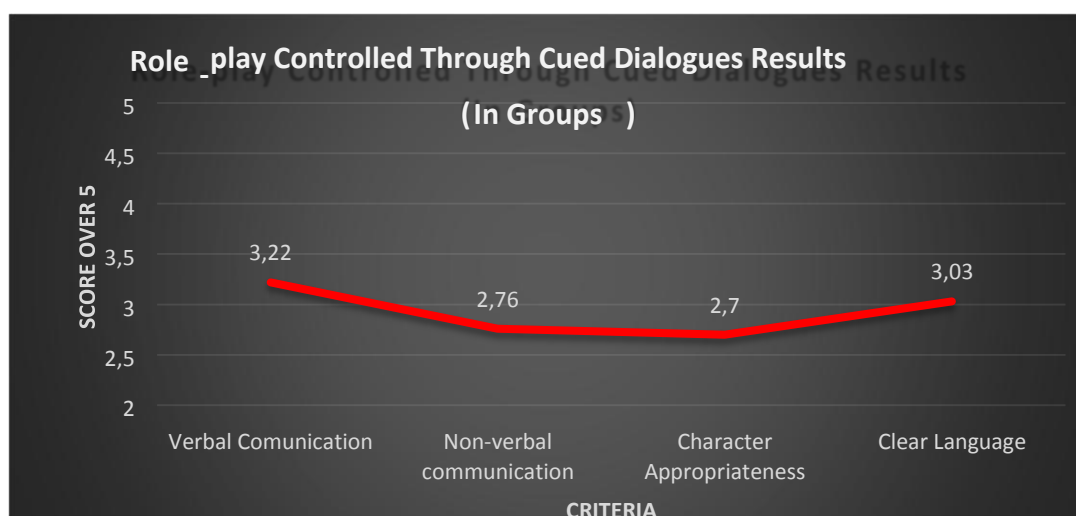


Fig. 14 Role-Playing Controlled Through Cued Dialogues in Group-results (In Groups).

Table 12 lists the general results of the first group of role-plays. As can be seen, this group consists of four role-plays. Each one has been scored in the categories of verbal communication, non-verbal communication, character appropriateness, and clear language. According to the table, the sample achieved a score of 3.22 in the first criterion, verbal communication, which represents 64.4%. On the other hand, in the second criterion, non-verbal communication, the sample acquired a score of 2.76 which is 55.2%. In the third criterion, character appropriateness, the students attained a score of 2.70 that is 54%. Finally, in the clear language criterion, the students obtained a score of 3.03 which equals 60.6%. The total score of this first group of role-plays over 20 points is 11.71, which is 58.55.

Analyzing the results of table 12 and graph 14, it can be said that in the beginning, the students attained a low score in the different criteria. A possible explanation for these results might be that as it was the first time that the students had practiced a communicative activity like role-play, so they felt insecure and shy. Another possible explanation for this is that the students felt intimidated when they had to act in front of the camera. However, in the next two role-plays the learners improved their scores. As they continued practicing the role-plays, their speech production, pronunciation, grammar use, non-verbal



communication and character appropriateness enhanced slightly. This improvement may be also explained by the fact that the topics, grammar points, and expressions learned and used in the role-plays were not difficult. Despite the improvement in the second and third role-plays, the students' scores decreased in the fourth role-play. The reason for these results may be that the students needed more time to learn the new grammar points and expressions to develop the role-play. As can be seen in appendix I, ten hours were used in the first and second role-play, seven hours in the third one, and only six hours for the last role-play. Another possible explanation for this is that the new topic about sports and its grammar points were probably a little difficult for the students. Therefore, the learners needed more time to study them and put into practice in the role-plays.

As can be appreciated in table 11, the whole class had the lowest scores in the criteria of non-verbal communication and character appropriateness. Probably it was because most of the students were shy and not particularly expressive in their native language, which affected the use of appropriate gestures, body language, and intonation in the different role-plays.

Role-play through cued dialogues individual-results

This second group is composed of three role-plays. Each role-play was analyzed using the same rubric as the first one. In order to develop this second group of role-plays, thirteen hours were used.

Table 13

GENERAL RESULTS OF THE SECOND GROUP OF ROLE-PLAYS CONTROLLED THROUGH CUED DIALOGUES INDIVIDUALLY

		CRITERIA				TOTAL
TYPE OF ROLEPLAY	Role-Plays	Verbal Communication 5	Non-verbal Communication 5	Character appropriateness 5	Clear Language 5	
Roleplaying controlled through cued Dialogues individually	1 Different situations	2,88	2,75	2,63	3,25	11,50
	2 Making a request	3,33	3,17	3,17	3,17	12,84

	3 Making a request	4,00	3,80	3,80	3,50	15
TOTAL		10,21	9,72	9,6	9,92	39,45
MEAN		3,40	3,24	3,20	3,31	13,15
%		68,07%	64,80%	64%	66,13%	65,75%

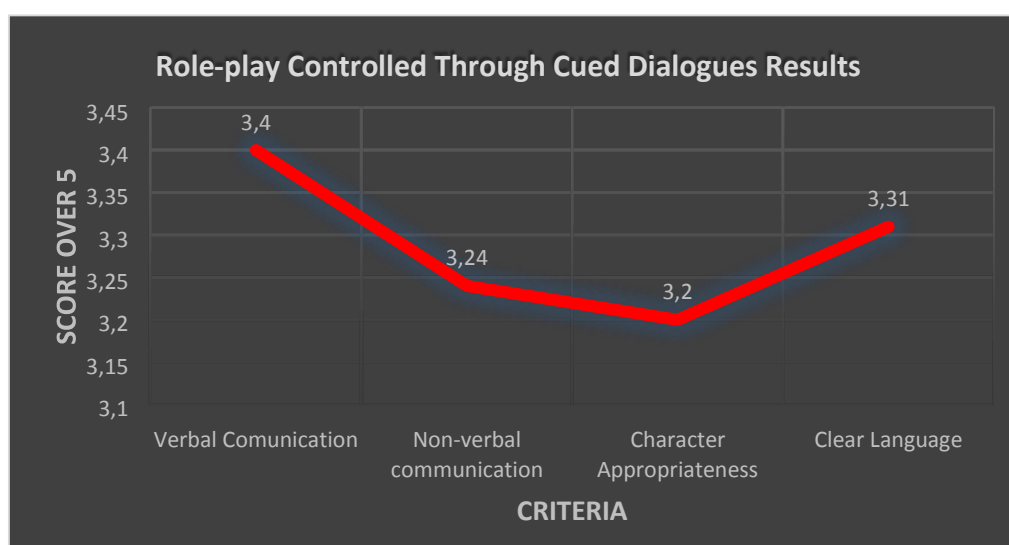


Fig. 15 Role-playing Controlled Through Cued Dialogues-results

Table 13 lists the general results of the second group of role-plays. As can be appreciated, this group consists of three role-plays. The sample achieved a score of 3.40 in verbal communication, which represents 68.07%. On the other hand, in the second criterion, non-verbal communication, the sample acquired a score of 3.24 which is 64.80%. In the third criterion, character appropriateness, the students attained a score of 3.20 that equals 64%. Finally, in the clear language criterion, the students obtained a score of 3.31 which signifies 66.13%.

Analyzing the results of table 13 and graph 15, it is evident that the students in the first role-play of this group got a low score compared with the results of the last role-play of the first group. A possible explanation for this might be that the students' shyness was still affecting their speech production, use of gestures, and body language. However, in the next two role-plays, the students increased their scores in the different criteria. These results are

probably due to the topic and grammar points, which were not difficult for the students. The process used to develop the role-play may be another cause for this increase in the scores. First the students were taught the new vocabulary, grammar points, and pronunciation of different expressions they needed to use in the role-plays. After that, they received a card with some cues to write the script of the role-plays by using the different expressions and grammar points learnt in the previous lessons. Then they formed groups in order to compare their scripts and improve them. Once they have written their scripts, they were given some time to practice them, and they were filmed. This process allowed students to use their previous knowledge in order to construct the scripts for the role-plays.

This process to develop the role-plays is similar with the process used by Sameera Ahmed Al-Senaidi in his study to promote oral fluency by applying role-plays. Before the role-plays, he presented to the class the new vocabulary and expressions.

Role-plays through cues and information-results

This last group of role-plays is composed of three role-plays. The rubric to analyze this group of role-plays was the same as used in the previous groups. In this final group, twenty-two hours were used.

Table 14

GENERAL RESULTS OF THE THIRD GROUP OF ROLE-PLAYS CONTROLLED THROUGH CUES AND INFORMATION

		CRITERIA				
TYPE OF ROLEPLAY	Role-Plays	Verbal Communication 5	Non-verbal Communication 5	Character appropriateness 5	Clear Language 5	TOTAL 20
Roleplaying controlled through cues and Information	1 Requesting a computer	3,75	3,42	3,33	3,25	13,75
	2 Making a request	3,83	3,50	3,58	3,50	14,42
	3 Inviting	3,80	3,50	3,50	3,67	14,5
TOTAL		11,38	10,42	10,41	10,42	42,67
MEAN		3,79	3,47	3,47	3,47	14,22
%		75,87%	69,47%	69,4%	69,47%	71,12 %

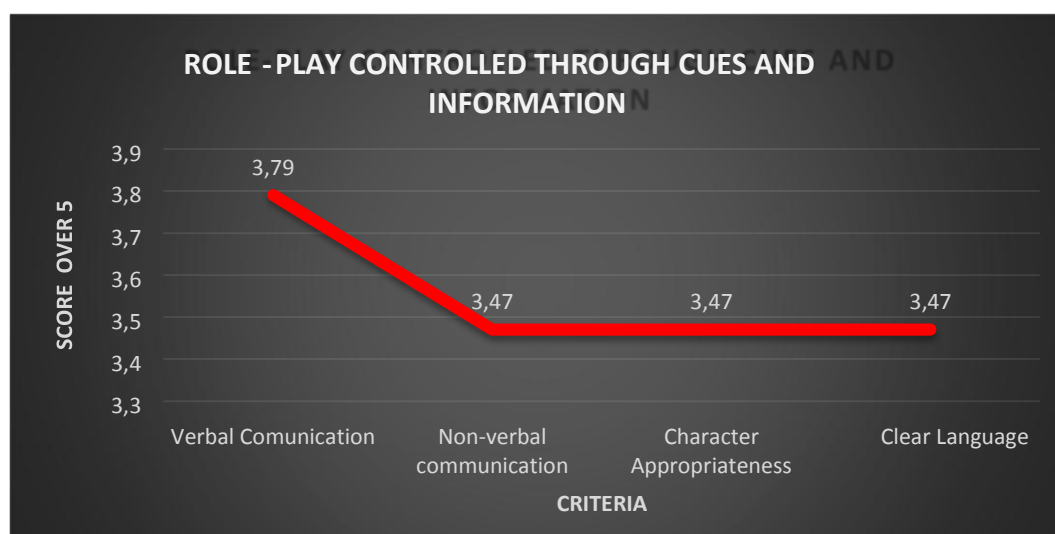


Fig. 16 General Results of the Role-playing Controlled Through Cues and Information

Table 14 and graph 16 list the general results of the last group of role-plays. According to them, the whole group achieved a score of 3.79 in verbal communication, which represents 75.85%. On the other hand, in the second criterion, non-verbal communication, the sample acquired a score of 3.47 which is 69.47%. In the third criterion, character appropriateness, the students attained a score of 3.47 that is the 69.4%. Finally, in the clear language criterion, the students obtained a score of 3.47 or 69.47%. The total score of this first group of role-plays over 20 points is 14.22 which is the 71.12%.

Analyzing the results of this group of role-plays, it can be expressed that the students improved a little bit their performance in the criteria of Non-verbal communication and character appropriateness compared with the previous role-plays. One of the explanations for the increase in the scores is probably due to continuous practice of role-plays. It helped students improve their speech production, use of suitable gestures, body language, and appropriate grammar points. Another possible explanation for this is the use of different type of role-plays, which were applied in a progressive way.

3.4 General Results of the Three Groups of Role-plays by Criterion

The following part depicts a comparison of the results obtained in each criterion in the different groups of role-plays. In order to have a better view and understanding of the results, different line charts have been used.

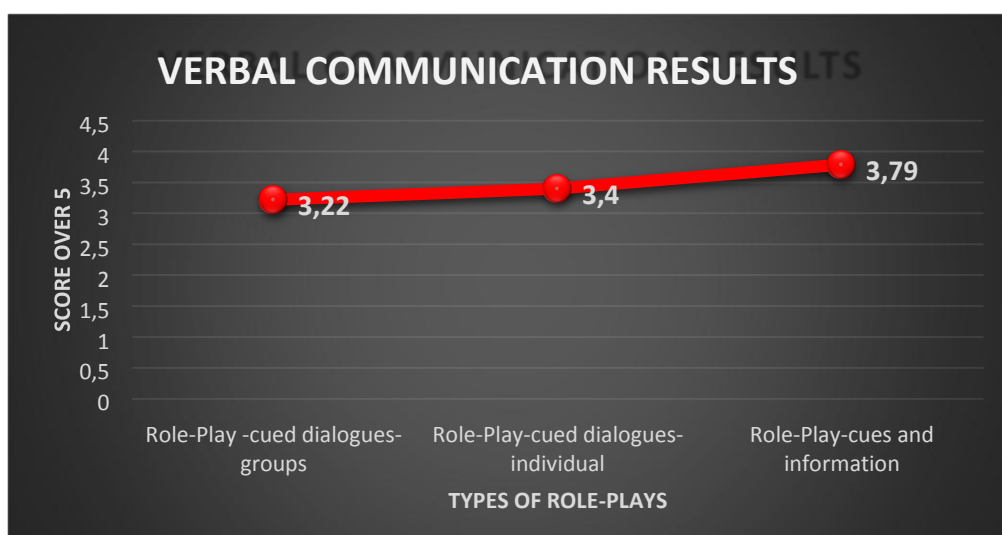


Fig. 17 Verbal Communication Results

This line chart represents the results obtained by the three groups of role-plays in the criterion of Verbal Communication. The results in this criterion rose steadily from the first group of role-plays to the third group. As can be observed, in this criterion, there is hardly a 0.59 point of difference between the first group of role-plays and the third group.

As can be seen in this graph, the whole group improved slightly their speech production due to the fact that most of the time their speech production was frequently disrupted by hesitation or the students searched for the correct form of an expression.

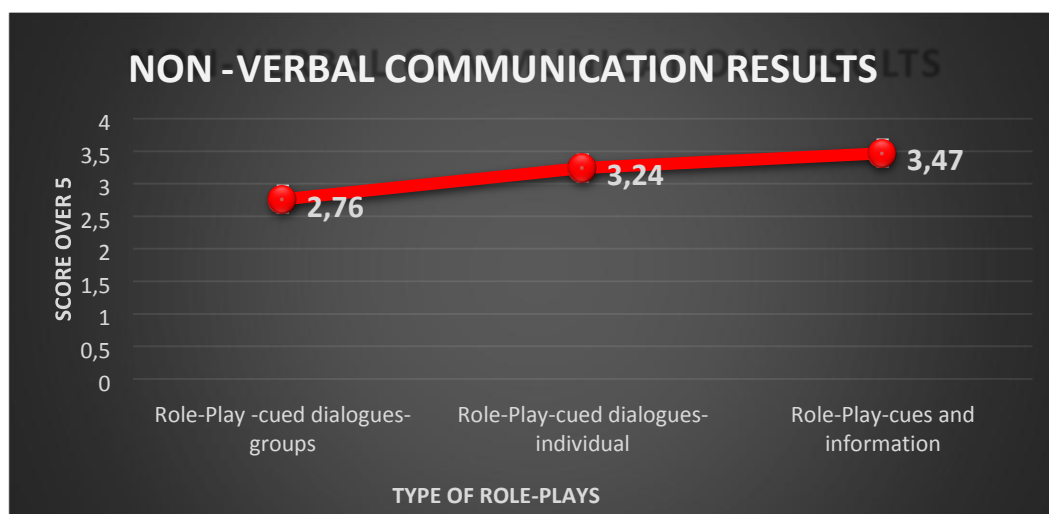


Fig. 18 Non-verbal Communication Results

This graph represents the results achieved in the criterion of Non-verbal Communication in the three groups of role-plays. According to this graph, there was an upward growth of 0.71 points in this criterion between the first group of role-plays and the last group.

In this graph 18, it can be said that the students in the last group of role-plays used somewhat appropriate gestures, frequently maintained eye contact and seldom returned to see their notes. This means that the role-plays helped students to lose their shyness and do a better performance in the role-plays.

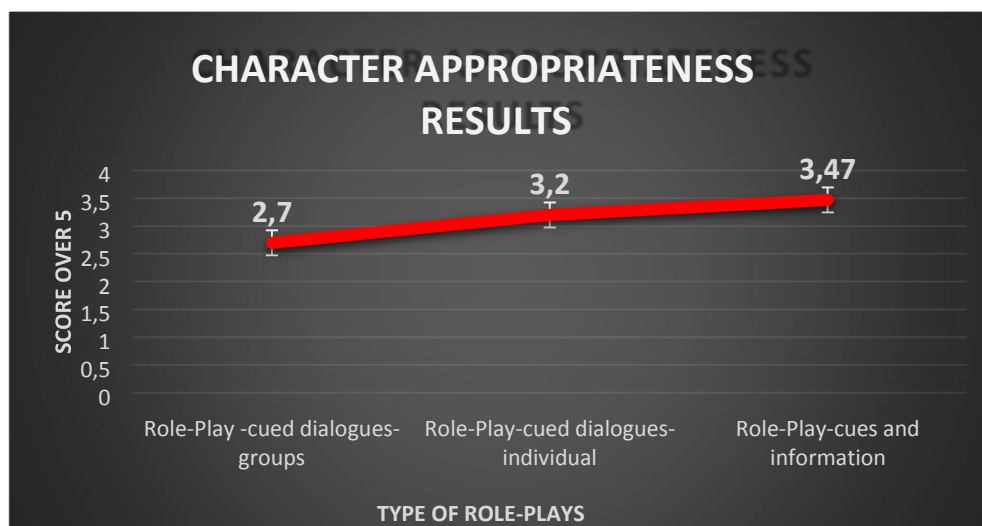


Fig. 19 Character Appropriateness Results

This graph shows the results of the three groups of role-plays with regard to the criterion of character appropriateness. According to these data, there is a

0.77 point of difference between the results of the first group and the last group.

This graph also shows that in the first role-plays, the students used very little body language and intonation, which provoked that the role was not played in a convincing way. The timid personality of students influenced in their performance in this criterion. However, in the last group of role-plays, the whole group improved their performance. This means that the students used frequently adequate body language in order to generate a strong appropriateness about the character of the role-play.

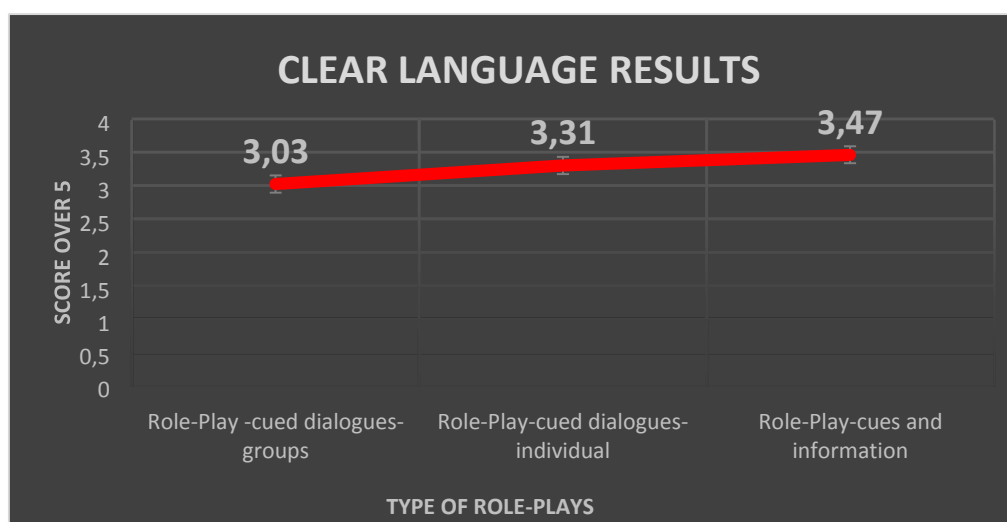


Fig. 20 Clear Language Results

This line chart shows the results of the three role-plays in the criterion of clear language. There was an upward growth of 0.44 points between the first and the last role-plays. According to the results in this criterion, it can be said that during the application of the method, the students improved their English grammar by making only some grammatical errors and their pronunciation did not interfere most of the time with the message in the role-plays.

3.5 Descriptive Analysis of the Listening Activities

As the aim of this research was also to determine if the listening skill can be improved by using role-plays, some listening activities were developed by using six different role-plays that the students performed. In order to develop the listening activities the following process was followed. First, the role-plays which were performed in a better way were chosen to develop the different

listening activities. Second, different follow-up activities were developed based on the filmed role-plays. The role-plays were used to develop two listening sub skill: listening for specific information and listening to write the right question. Third, students were asked to watch and listen to the role-plays carefully in order to do the listening follow-up activities. The filmed role-plays were presented three times to the class so that the students understand them in a better way.

These listening activities were analyzed by using descriptive statistic tables and graphics.

Table 15

TYPES OF LISTENING ACTIVITIES DEVELOPED BASED ON THE FILMED ROLE-PLAYS

Type of Listening	Task
Listening for specific information	Listen to the role-play and choose the right answer or answer with the specific response.
Writing the right question	Listen to the role-play and write the questions that the players say.

This table describes the different types of listening activities used in this study.

Listening for specific information:

In this type of listening activity, the students were required to develop two types of tasks: first, they had to watch and listen to the role-play and then choose the right answer. Second, the students had to watch and listen to the role-play and answer the questions with specific information. It is important to note that the different listening activities were created for this study based on the students' role-plays.

The following is one example of the activity of *listening for specific information*.

ROLE-PLAY

FOLLOW-UP ACTIVITIES

ROLE-PLAY: _____ STUDENTS: _____

1. Listen to the role-play and choose the correct answer.

Who is the mother?

- > Tannya
- > Mariela

What sport does Tannya want to go to play?

- > Basketball
- > Soccer
- > Football
- > Volleyball

Tannya's mother

- > Accepts the request
- > Refuses the request




Fig. 21 Listening for Specific Information Example

This figure describes an activity in which the students had to watch and listen to a role-play about a mother and her daughter who is requesting permission to go to play soccer. After watching and listening to the role-play, the students had to choose the right answer.

Table 16

GENERAL RESULTS OF THE FOLLOW UP ACTIVITIES: LISTENING FOR SPECIFIC INFORMATION

Nº of Exercises	Maximum score of each exercise	Scores obtained by the whole class	Difference	%
1	3	2,92	0,08	97.33%
2	2	1,92	0,08	96%
3	2	0,79	1,21	39.5%
4	2	1,83	0,17	69%
5	1	0,63	0,37	63%
6	3	2,75	0,25	91.67%
TOTAL	13	10,84	2,16	

This table shows the mean results of the follow-up activities: listening for specific information. In this type of listening, six exercises were developed.

As can be seen, in the first, second and sixth exercise, the whole class achieved higher percentages more than 90%. On the other hand, in the third, fourth and fifth, the group acquired a lower percentage less than 70%.

Analyzing the results, it can be said that the whole group acquired better results in the exercises where the students had to identify and choose the different characters of the role-play, sports, telephone numbers and dates. However, the class acquired a lower performance in the exercises where the students had to write the correct telephone number, date of birth or age. The students understood the different telephone numbers, dates of births and ages; however, they presented difficulties in writing. Therefore, as a conclusion it is evident that the students need a support in those topics.

Listening for writing the right question

In this type of listening activity, the students had to listen to some role-plays and write some questions that the players said in the role-play. Five exercises with this type of listening were developed.

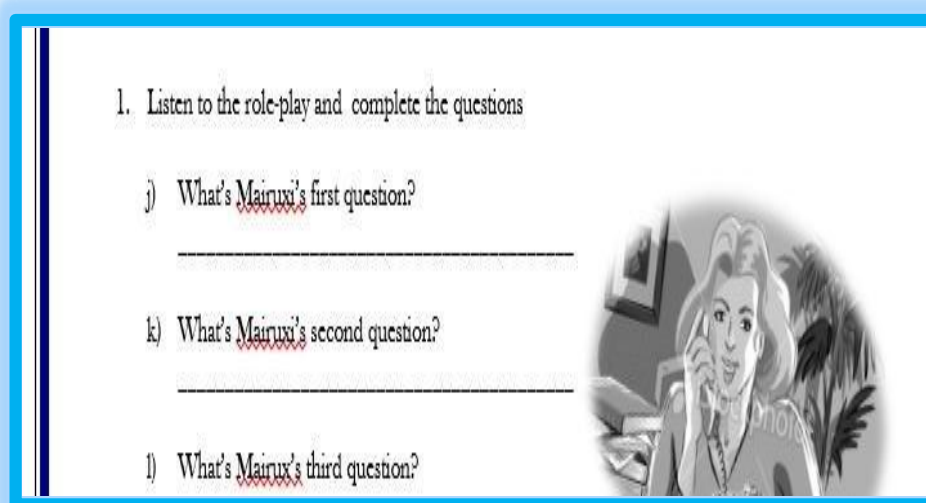


Fig. 22 Listening for Writing the Right Question-example

The above figure describes an example of this type of listening activity, where the students needed to listen carefully in order to write the questions that the players of the role-play mentioned.

Table 17

GENERAL RESULTS OF THE FOLLOW UP ACTIVITY: LISTENING FOR WRITING THE RIGHT QUESTIONS

Exercises Over 3 points	Scores obtained by the students in each exercise	Difference
1	2,04	0,96
2	1,92	1,08
3	2,42	0,58
4	2,50	0,5
TOTAL	8,88	3,12
MEAN	2,22	0,78

This table depicts the four exercises of listening for writing the right questions activity. All of them were scored over 3 points. According to the above table, the mean score of the whole group is 2.22 over 3.

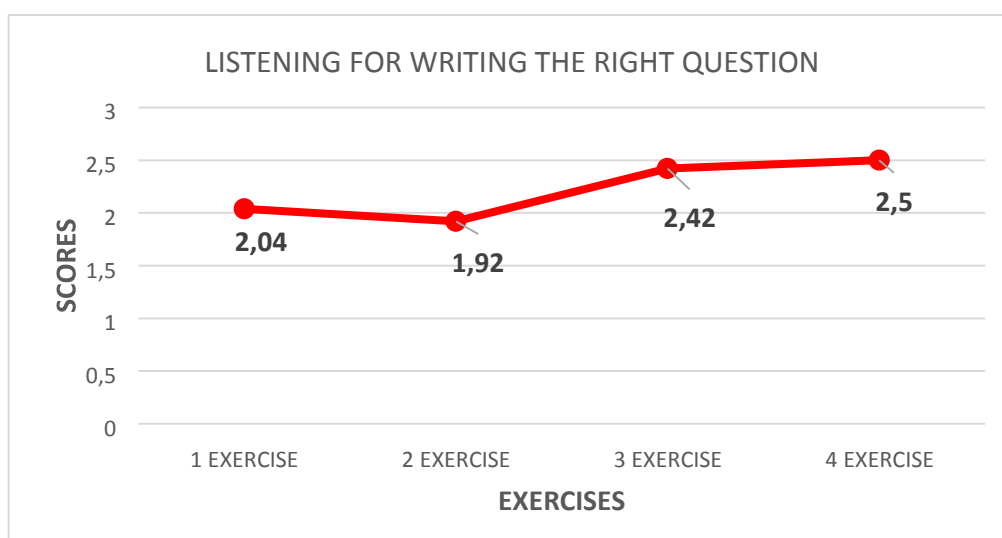


Fig. 23 Listening for Writing the Right Question-example

The x axis of this line chart shows the number of exercises of the listening for writing the right question while the score over 3 points appears on the y axis. According to this graph, the score in the first exercise is 2.04. Then the score decreases to 1.92. In the third exercise, there is a recovery of the



score to 2.42 over 3 points. In the last exercise, the score made a significant increase to 2.5 points.

As can be observed, the second exercise has the lowest score in comparison with the other exercises in this listening activity. In this exercise, the students had to listen to a role-play and write at least three questions that one player asked to the other.

An analysis of this listening exercise suggests some reasons for this low grade. In spite of the students' understanding about what the player wanted to say, most of the students had problems at the time of writing the questions. Some students did not write the questions correctly. For example, instead of writing *what's your last name?* they wrote *what your last name is?*, *what last name?* or *what you name?*. In addition, most of the students forget the verb for 'to be' - *is*. Furthermore, in this exercise, the students needed to write a question with the modal *Can*, most of the students did not write this modal in the questions. This implies that the students need more writing practice.

The aim of this activity was to give students the opportunity to listen to their classmates' role-plays in order to understand and analyze them by evaluating the role-plays and writing some observations.

Regarding the possible reasons why the students did not enhance their scores in the listening skill in the post-test, it is important to mention that using students' role-plays was not the most appropriate listening resource. Since students' English level was not high, their pronunciation and use of English grammar obviously was not the most suitable. This situation provoked students' misunderstanding of the message; consequently, they did not answer the listening follow-up activities correctly. However, listening to their classmates' role-plays helped students improve some aspects such as speaking aloud or using more body language in their next role-plays.

3.6 Students' Evaluation of Different Role-plays

As mentioned above, the students had to evaluate some role-plays by using a rubric. This rubric consisted of five criteria (fluency, accuracy, confidence, pronunciation, and non-verbal communication).



Due to the level of the students, the rubric was written in their L1, Spanish, so that the students had a better understanding of each one of the criterion.

Six role-plays were evaluated by the students. First, they read carefully the rubric paper. Next, the students watched and listened to the role-play. Finally, they scored each role-play and wrote some observations about it.

Table 18

GENERAL RESULTS OF THE SIX ROLE-PLAYS

CRITERIA	ROLE-PLAYS						TOTAL	MEAN
	1	2	3	4	5	6	30	5
Fluency	3,92	4,42	3,83	3,5	3,58	3,25	22,5	3,75
Accuracy	3,67	3,92	3,92	3,17	3,17	3,33	21,18	3,53
Confidence	4,08	4,33	4,33	3,75	3,83	3,58	23,9	3,98
Pronunciation	3,25	3,58	3,92	3,58	3,42	3,42	21,17	3,53
Use of non-verbal signs	3,5	3,58	3,92	3,5	3,67	3,42	21,59	3,60
TOTAL	18,42	19,83	19,92	17,5	17,67	17	92,67	18,53
MEAN	3,68	3,97	3,98	3,5	3,58	3,4	22,11	3,69

This table shows the results obtained by the six role-plays evaluated by the students. As can be seen in the table, the whole class scored the criteria of accuracy and pronunciation with the lowest score. Analyzing these results, the whole group considered that the students made some grammatical errors which obscured the meaning of the role-play and the pronunciation of the words were somewhat clear.

3.6.1 Students' Observations about the Role-plays

Besides scoring each role-play with the rubric paper, the students had to write some observations about the role-plays performed by their classmates. Some of the observations were the following:

- ❖ Students need to speak louder.
- ❖ Students did not use some verbs.



- ❖ The questions were not well formulated.
- ❖ Students have to pronounce the words clearly.
- ❖ Students do not use mimics.
- ❖ There was too much noise in the place.
- ❖ Students need to improve the pronunciation of some numbers.
- ❖ Students move too much during the performance of the role-play
- ❖ Students did not spell correctly
- ❖ Students must not be nervous
- ❖ Students are most of the time reading on the notes

The main aim of this activity was to help students improve their next role-plays by using body language, speaking aloud, and pronouncing clearly. However, it is important to take into account that most of the students did not like to be evaluated by their classmates.

In conclusion, scoring classmates' role-plays helped students be aware of their own mistakes in order to improve their next role-plays.

3.7 Comparing Results with the Literature Review Findings

The results obtained by other researchers who have applied role-play to improve speaking skill or promote oral fluency demonstrate that this method is effective, similar to the findings of this study.

For example, Mr. Lin Shen and Dr. Jitpanat Suwanthep applied this technique in a control and an experimental group during eighteen weeks. They found out that the students in the experimental group improved significantly their speaking skill. In addition, Xu Liu used role-plays to motivate students to speak English. Xu Liu also used a control and an experimental group too. According to the results, students in the experimental group improved their speaking skill too. Sameera Ahmed Al-Senaidi also applied role-plays to promote oral fluency. Similarly to this research, Sameera Ahmed only used an experimental group. According to their results, students' oral fluency improved.

Some of the limitations found in these studies are similar to this research. One of the limitations is the lack of time to practice role-plays. The second one refers to the students' shyness and nervousness to act. The third one is the sample size which was small. The last limitation is the lack of a control group.



CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

The results obtained in this research indicate that Role-play technique improves students' speaking skill.

With regard to the first data collection instrument, pre-test and post-test, they show that there is an important improvement in the speaking skill; however, in the listening skill students improved slightly. I found out that not only practicing continuously role-plays the students improve fluency, accuracy, confidence and pronunciation but also providing students feedback on their filmed role-plays. Feedback is a vital part in role-plays because it allows students to know about their weakness and strengths so that they can improve the next role-plays.

The results achieved in the second data collection instrument, filming the different role-plays, contribute to express that the whole group improved their verbal communication, non-verbal communication, and clear language in a progressive way because as students continued practicing role-plays, their speech production was not always disrupted by hesitation like in the first role-plays. In addition, watching their own role-plays helped most students to realize that they were not using the appropriate body language like mimics or gestures.

However, one of the main problems that I faced with most of the students was their shyness to speak with others or in front of the class. This problem influenced their performance in the different role-plays because students did not use appropriate gestures, maintain eye contact with the other players, and use body language and intonation to generate a strong appropriateness about the character of the role-play.

In the third data collection instrument, listening activities based on the filmed role-plays, different follow-up activities were developed to allow students to improve their listening sub-skills, such as listening for the specific information and listening for writing the right questions. However, the results achieved in this data collection instrument suggest that using students' role-plays to develop the listening skill were not the most suitable listening resources because



students must be exposed to real English in order to develop this skill.

Nevertheless, this listening activity helped me realize that the students had serious problems in the writing skill because the students could not write correctly different numbers, months of the year or some basic words.

The present study provides additional evidence with respect to the importance of using role-plays to improve the speaking skill in English Foreign Language students.

An important aspect that I found out at the end of this research was the students' opinion about the role-plays. Most of them expressed that thanks to role-plays they overcame their shyness of speaking with others and in front of the camera. It also helped them to improve their self-confidence and self-esteem. Based on my students' opinions, I can state that role-plays gave students the opportunity not only to learn some grammar points but most importantly to use English in different situations.

This study was limited in several ways:

First, the number of the sample was small. This was due to the fact that this study was applied in a rural school, where the number of students was limited. The students of the 9th and 10th grades were unified for the application of the method in order to have a more homogenous sample.

Second, the lack of a control group to compare the data with was another limitation. This limitation does not let the researcher compare to what extend the application of the role-play technique was successful.

Third, students' shyness also influenced the performance of the different role-plays. Students who are shy and soft-spoken did not enjoy role-plays as well as others. This limitation affected their improvement in the criteria of non-verbal communication and character appropriateness. It also made it complicated for students to interpret a character.

Fourth, another limitation was time. The short time of the application of the method did not allow students to have enough time to prepare well their role-plays.



Fifth, the student's level of English was another limitation too. As the participants were beginners, they did not know enough vocabulary to develop long role-plays.

Sixth, the student's indifference about the importance of learning. Unfortunately, the students of this study saw education as not significant for their lives because many of them only wanted to emigrate to the United States of America, where most of their relatives live, to work and have money.

This research provides the following recommendations for future studies of this topic:

- ✚ Begin role-plays with short and simple dialogues so that students get accustomed to this method.
- ✚ Choose topics which are interesting and related to the students' reality. Students performed better role-plays when they talked about topics they like.
- ✚ Motivate students to engage with the character they are role-playing by presenting them some videos or providing them with some information about the character.

In conclusion, the application of the Role-play method enhanced the speaking skill in a significant way, but the listening skill improved slightly. Role-plays provided students the opportunity to experience and practice the different expressions, grammar points, and vocabulary learned in the previous lesson within a context and not in an isolated way. Furthermore, role-plays allowed students to acquire knowledge in a better way because students' cognitive, psychomotor and affective areas of learning were developed. In addition, as Mohan Kumar's learning pyramid expresses students retain more knowledge when they practice doing what they have learned.



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APPENDIX A
SPEAKING AND LISTENING PRE-TEST

Name: _____ Grade: _____

Date: _____

1. Talk about yourself and your family.
2. Listen to the teacher's questions and answer them.

- a) What's your name?
- b) Where do you live?
- c) Who's your mother?
- d) How old are you?

RUBRIC

Criteria	To be improved 1-2	Average 3-4	Advanced 5	Score
Answer to the questions	The Answers are not related to the sentences	The answers are somewhat related to the sentences	The answers are related to the sentences	
Fluency	Producing speech always disrupted by hesitation	Producing speech frequently always disrupted by hesitation as student search for correct form of expression	Producing connected speech	
Accuracy	Making many grammatical errors which obscure meaning	Making some grammatical errors which obscure meaning	Making few grammatical errors which do not interfere with the message	
Confidence	Very unwilling to speak up or perform in class	Sometime unwilling to speak up or perform in class	Willing to speak up or perform in class	
Pronunciation	Pronunciation of words is unclear	Pronunciation of words is somewhat clear	Pronunciation of words is clear	
TOTAL POINTS				



SPEAKING AND LISTENING POST-TEST

Name: _____ Grade: _____

Date: _____

3. Talk about yourself and your family.
4. Listen to the teacher's questions and answer them.

- Who's your favorite actor?
- Who's your favorite singer?
- What sports do you like?
- What's your favorite subject?
- What kind of music don't you like?
- What animal don't you like?

RUBRIC

Criteria	To be improved 1-2	Average 3-4	Advanced 5	Score
Answer to the questions	The Answers are not related to the sentences	The answers are somewhat related to the sentences	The answers are related to the sentences	
Fluency	Producing speech always disrupted by hesitation	Producing speech frequently always disrupted by hesitation as student search for correct form of expression	Producing connected speech	
Accuracy	Making many grammatical errors which obscure meaning	Making some grammatical errors which obscure meaning	Making few grammatical errors which do not interfere with the message	
Confidence	Very unwilling to speak up or perform in class	Sometime unwilling to speak up or perform in class	Willing to speak up or perform in class	
Pronunciation	Pronunciation of words is unclear	Pronunciation of words is somewhat clear	Pronunciation of words is clear	
TOTAL POINTS				



APPENDIX B

Table 19

STUDENTS' ROLE-PLAY RUBRIC

Criterio	A ser mejorado 1-2	Promedio 3- 4	Avanzado 5	Puntos
Fluidez	El habla esta siempre interrumpido por las interrupciones o titubeos.	El habla esta frecuentemente interrumpido por titubeos para poder expresarse correctamente	Habla con fluidez	
Precisión	Produce muchos errores gramaticales debido al cual no se entiende el mensaje.	Produce algunos errores gramaticales debido al cual se entiende parte del mensaje.	Produce pocos errores gramaticales pero no interfieren con el mensaje y se entiende claramente.	
Confianza	No está dispuesto a hablar en la clase	Está algo dispuesto a hablar delante de la clase	Dispuesto a hablar en la clase.	
Pronunciación	La pronunciación de las palabras no es claro	La pronunciación de las palabras es algo claro	La pronunciación de las palabras es claro.	
Uso de signos no verbales(voz, gestos, contacto visual)	Limitada variedad de signos no verbales fueron usadas	Una variedad aceptable de signos no verbales fueron usadas de manera adecuada.	Una sorprendente variedad de signos no verbales fueron usados de una manera ejemplar.	
TOTAL DE PUNTOS				

APPENDIX C

ROLE-PLAY FOLLOW UP ACTIVITIES

ROLE-PLAY

ROLE-PLAY: _____ STUDENTS: _____

1. Listen to the role-play and choose the correct answer.

Who is the mother?

- Tannya
- Mariela

What sport does Tannya want to go to play?

- Basketball
- Soccer
- Football
- Volleyball

Tannya's mother

- Accepts the request
- Refuses the request



2. Listen to the role-play and complete the dialogue.

MARIELA: Can you _____?

TANNYA: _____

3. Listen to the role-play and write some observations for your classmates.

OBSERVATIONS:

RUBRIC

Criterio	A ser mejorado 1- 2	Promedio 3- 4	Avanzado 5	Puntos
----------	------------------------	------------------	---------------	--------

Fluidez	El habla esta siempre interrumpido por las interrupciones o titubeos.	El habla esta frecuentemente interrumpido por titubeos para poder expresarse correctamente	Habla con fluidez	
Precisión	Produce muchos errores gramaticales debido al cual no se entiende el mensaje.	Produce algunos errores gramaticales debido al cual se entiende parte del mensaje.	Produce pocos errores gramaticales pero no interfieren con el mensaje y se entiende claramente.	
Confianza	No está dispuesto a hablar en la clase	Está algo dispuesto a hablar delante de la clase	Dispuesto a hablar en la clase.	
Pronunciación	La pronunciación de las palabras no es claro	La pronunciación de las palabras es algo claro	La pronunciación de las palabras es claro.	
Uso de signos no verbales(voz, gestos, contacto visual)	Limitada variedad de signos no verbales fueron usadas	Una variedad aceptable de signos no verbales fueron usadas de manera adecuada.	Una sorprendente variedad de signos no verbales fueron usados de una manera ejemplar.	
TOTAL DE PUNTOS				

ROLE-PLAY

ROLE-PLAY: _____ STUDENTS:

1. Listen to the role-play and complete the questions

a) What's Gloria's first question?

b) What's Gloria's second question?

c) What's Gloria's third question?





2. Listen and answer the question.

- What's Wilson's telephone number?

- What's Wilson's date of birth?

3. Listen to the role-play and write some observations for your classmates.

OBSERVATIONS:

RUBRICS

Criterio	A ser mejorado 1-2	Promedio 3-4	Avanzado 5	Puntos
Fluidez	El habla esta siempre interrumpido por las interrupciones o titubeos.	El habla esta frecuentemente interrumpido por titubeos para poder expresarse correctamente	Habla con fluidez	
Precisión	Produce muchos errores gramaticales debido al cual no se entiende el mensaje.	Produce algunos errores gramaticales debido al cual se entiende parte del mensaje.	Produce pocos errores gramaticales pero no interfieren con el mensaje y se entiende claramente.	
Confianza	No está dispuesto a hablar en la clase	Está algo dispuesto a hablar delante de la clase	Dispuesto a hablar en la clase.	
Pronunciación	La pronunciación de las palabras no es claro	La pronunciación de las palabras es algo claro	La pronunciación de las palabras es claro.	
Uso de signos no verbales(voz, gestos, contacto visual)	Limitada variedad de signos no verbales fueron usadas	Una variedad aceptable de signos no verbales fueron usadas de manera adecuada.	Una sorprendente variedad de signos no verbales fueron usados de una manera ejemplar.	
TOTAL DE PUNTOS				



APPENDIX D

AUTHORIZATION TO THE HEADMASTER OF THE SCHOOL TO APPLY THE METHOD

Agüilán, 09 de enero del 2013

CERTIFICADO DE AUTORIZACIÓN

Por medio de la presente, quien suscribe Dr. Luis Paguay Arce en calidad de Directora de la Escuela Ambato, que se encuentra ubicada en la Comunidad de Agüilán, de la parroquia Guapán, autorizo a la Licenciada Diana Lucía González Parra, con número de cédula 0301835625, profesora de inglés de esta institución educativa, aplicar el proyecto de investigación "Application of Role-Plays to Develop Conversation Skills in the 10th and 9th Grades of Basic Education in a Rural School Azogues-Ecuador" en el décimo y noveno grados de dicha institución educativa para la obtención del Masterado en Lengua Inglesa y Lingüística Aplicada.

Expido el presente certificado, a petición de la interesada. Autorizando a la peticionaria hacer uso de la presente como creyera conveniente.

Dr. Luis Paguay Arce
Director



APPENDIX E

AUTHORIZATION OF THE STUDENT'S PARENTS OF THE SCHOOL TO APPLY THE METHOD

Agüilán, 14 de enero del 2013

CERTIFICADO DE AUTORIZACIÓN:

Por medio de la presente, quien suscribe,
_____, con cédula _____, en calidad
de madre de familia del décimo grado de la escuela Ambato, que se encuentra
ubicada en la comunidad de Agüilán, de la parroquia Guapán, autorizo a la
Licenciada Diana Lucía González Parra, con número de cédula 0301835625,
profesora de inglés de esta institución educativa, aplicar el proyecto de
investigación "Application of Role-Plays to Develop Conversation Skills in the
9th and 10th Grade of Basic Education in a Rural School Azogues-Ecuador"
para la obtención de su Masterado en Lengua Inglesa y Lingüística Aplicada.

Expido el presente certificado, a petición de la interesada. Autorizando a la
peticionaria hacer uso de la presente como creyera conveniente.

Atentamente,

MADRE DE FAMILIA



AUTHORIZATION OF THE STUDENTS OF THE SCHOOL TO APPLY THE
METHOD

Agüilán, 15 de enero del 2013

CERTIFICADO DE AUTORIZACIÓN:

Por medio de la presente, quien suscribe, _____ en calidad de estudiante del _____ grado de la escuela la escuela Ambato, que se encuentra ubicada en la comunidad de Agüilán, de la parroquia Guapán, autorizo a la Licenciada Diana Lucía González Parra, con número de cédula 0301835625, profesora de inglés de esta institución educativa, aplicar el proyecto de investigación "Application of Role-Plays to Develop Conversation Skills in the 9th and 10th Grades of Basic Education in a Rural School Azogues-Ecuador" para la obtención de su Masterado en Lengua Inglesa y Lingüística Aplicada.

Expido el presente certificado, a petición de la interesada. Autorizando a la peticionaria hacer uso de la presente como creyera conveniente.

Atentamente,

ESTUDIANTE DEL _____ GRADO



APPENDIX F
LESSON PLAN EXAMPLE

“AMBATO” SCHOOL

This lesson plan is a preparation of the students to become knowledgeable so they can be ready for the role-play.



Unit: Three

Lesson 1: Meeting People

Topic: Countries and Nationalities

Date: April 8th – 10th

Period: 4 hours

Teacher: Lcda Diana González

Class Profile:

- Area: English
- Grades: 9th and 10th
- Total # of Students: 12

Content Objective (CO):

- To talk about countries and nationalities **Language**

Objectives (LO):

The skills that the students are going to develop in this lesson plan is listening and speaking.

Listening 🎧: To listen to the teacher's instructions and pronunciation of the different countries and nationalities and to listen to our classmates in groups, pairs, and with the whole class.

Speaking 🗣️: To pronounce the different countries and nationalities.

To say what nationalities end in **-ian, -an, -ish, -ese**.

To say the country and its nationality in the game.



To ask questions to the partner about a famous person **Key Vocabulary:**

Countries: Australia, Brazil, Canada, Colombia, Costa Rica, Korea, Mexico, Morocco, United States, Venezuela, Finland, Great Britain, Poland, China, Japan, Ecuador, Spain, Italy

Nationalities: Australian, Brazilian, Canadian, Colombian, Costa Rican, Korean, Mexican, Moroccan, American, Venezuelan, Finnish, British, Polish, Chinese, Japanese, Ecuadorian, Spanish, Italian.

Questions: Where are you from? What's the nationality of? Is he/she from.....?

**** Materials Needed for the following activities:** [?] Continents cards

- Map
- Country cards
- Tape
- Nationality cards
- Small cards with the flag and name of a country
- Bingo cards
- Pictures of famous people



Activation

Directions:

1. I am building on a lesson on countries and nationalities
2. At the beginning of the lesson, a warm up will be introduced to the students. It will last 3 minutes.
3. After that, I will introduce the content and language objectives for the lesson by reading them from the power point slides.
4. As a next activity , I will elicit the names of the continents from the class by presenting a map and by asking questions: *What are the names of the continents?, What's the largest continent?, What's the smallest continent?, and Which continent is also the name of a country?*. This activity will help me to assess my students' prior knowledge and linguistic background.

**Connections****Directions:**

1. After the students have said their answers, I will give some students the names of the continents and ask them to stick them in the right place on the map. In this part, I will ask the other students if his or her classmate stuck the continent tag in the right place. If the country tag is not in the right place, I will correct them or ask the other students to help his or her classmate.

- This activity will help students associated their answers about the continents with the cards on the map.
- During this time, I will also encourage my students to share their personal backgrounds about the continent with the rest of the classmates.

This activity will last 5 minutes

2. As a second activity, I will ask students the questions *Where are you from?* and ask one student to stick the name of the country on the map. After that, I will ask learners where different countries are located, for example *Where is Brazil?, Where is Mexico?. . etc.* After reviewing if the countries are located in the right place by asking students, the learners will practice the pronunciation of the countries by listening a Cd and repeating it.
3. After learners have practiced the pronunciation of the countries, I will ask students
What do you call a person from Ecuador? or What's the nationality of a person from Brazil? I will write on the board the words *Country* and *Nationality* in order to explain the difference between these two words.
4. As a next activity, I will stick on the board the different nationalities of the countries and ask students *What do you call a person from Brazil?* I will elicit the answer from the students and ask one of them to take the nationality card and stick next to the country on the wall.
5. Then, the students will practice the pronunciation of the countries and nationalities.
6. Next, I will point out that some nationality names end in ***-ian, or -an, -ish or -ese.*** I will write these endings on the board. I will ask students what nationalities end in ***ian, or -an, -ish or -ese.***

**Affirming:****Directions:**



1. After the students have learned and practiced the pronunciation of the countries and nationalities, they will play a game

- a) Put students into two teams
- b) In order to form the groups, the students will be given a card with the flag and the name of the country; they have to say **I am from** (the name of the country they have in their card) . The students who have the same flag form a group.
- c) Teams must stand in a line. The student who is first in the line will participate in the game first.
- d) Explain the rules of the game. Teacher will shout the name of a country and a student from the head of each line must run to the country name and touch it. The first person to touch it must say what country it is, what nationality belongs there. eg: **"This is America, the people are American"** If they get it correct, their team is given 2 points If they are incorrect, the second person to touch the flag is given a chance. This continues with the first person going to the back of the line when they've had their turn, and the next student moving forward.

In this activity, most students are given the opportunity to remember the difference between country and nationality.

2. Then, I will play bingo with the students.

- Each student will receive a bingo card
- The students will have to write in the bingo card nine nationalities learned in the class
- Then the teacher will show a country card to the students and the students will have to see in their bingo cards if they have the nationality of that country.



3. In the next activity, I will divide the class in pairs. Then, I will explain what they are going to do.

- Each student will have some pictures of famous or known people by the students.
- One student will be A and the other B. Student A will show a picture to student B and ask him or her ***Where is he/she from?*** Student B has to answer the question by guessing the country of that person or by asking questions like ***Is he/she from.....?***
- In turns, the students will ask each other where famous people are from.

4. To finish the lesson, we will review our Content and Language Objectives by reading aloud from the power point slides. As a feedback, the learners will be asked what they have learned in the class.

5. As homework, the students will have to complete the activity in the book, page 24

APPENDIX G

ACTIVATION PHASE

ACTIVITIES

Vocabulary Quilt Example

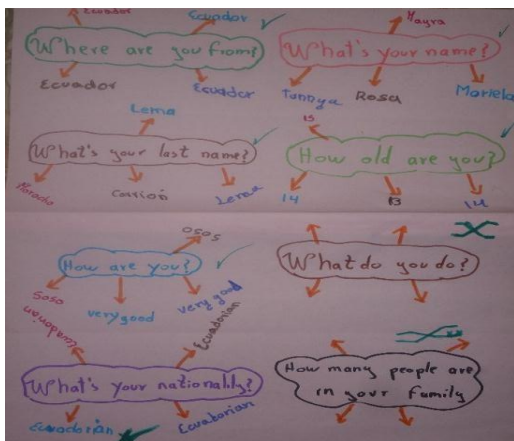


Fig. 24 González Diana.

"Vocabulary Quilt" 2013. JPE.

Dots Chart Template

(Determine, Observe, Talk, Summarize)

A-B	C-D	E-F
G-H	I-J	K-L
M-N	O-P	Q-R
S-T	U-V-W	X-Y-Z

Fig. 25 Dots chart template from Socorro G.

Herrera, Shabina K. Kavimandan, and Melissa A. Holmes' Crossing the Vocabulary Bridge Differentiated Strategies for Diverse Secondary Classrooms

Extension Wheel

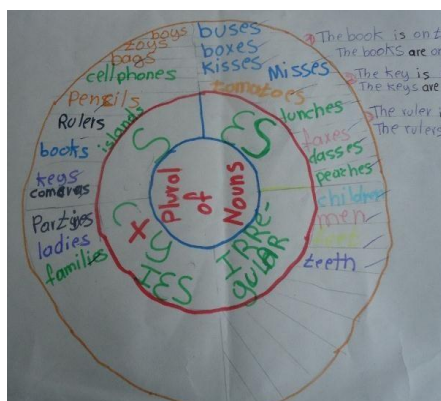


Fig. 26 González, Diana.

"Extension Wheel" 2013. JPE.

Listen Sketch Label Template




Listen	Sketch	Label
		

Fig. 27 Listen, Sketch, Label template from Socorro G. Herrera, Shabina K. Kavimandan, and Melissa A. Holmes' Crossing the Vocabulary Bridge Differentiated Strategies for Diverse Secondary Classrooms

APPENDIX H

CONNECTION PHASE ACTIVITIES

Umbrella Activity



Fig. 28 González, Diana. "Umbrella Activity" 2013. JPE

Jeopardy Game

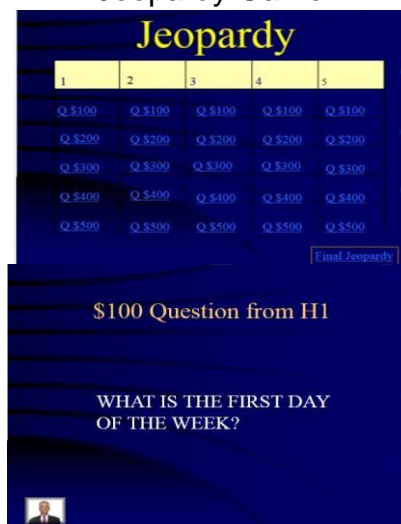


Fig. 29 González, Diana. "Jeopardy Game" 2013. JPE

Fifteen Questions

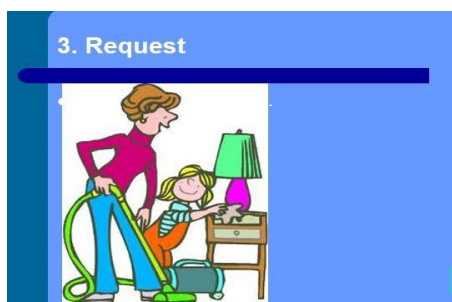


Fig. 30 González, Diana. "Fifteen Questions Game" 2013. JPE

APPENDIX I

Table 20

CALENDAR OF THE ACTIVITIES

Date	Research Activity	Aim	Research Method / Tool	Type of Data Gained	Period
March 27th, 2013	-Pre-test given to 9 th and 10 th grade students	To determine the level of the students' knowledge and skills in order to apply the Role-play method and validate the students' progress at the end of the application of this method	Pre-test Filming	Quantitative data	1 hour
March 28th, 2013 – April 3rd, 2013	-Practice the pronunciation and use of different grammar points and expressions to talk about where people are from, to ask for personal information, to introduce other people.	To learn the use and the pronunciation or different expressions and grammar points to be used in the role-play	Lesson Plan Group and pair work, interview among students	Qualitative	5 hours
April 4 th , 2013 – April 10 th , 2013.	-Develop two Role-playings controlled through cued dialogues(group preparation) "Introducing to a friend" "Asking basic questions" -Self- Correction	-To put into practice the different expressions and grammar points learned in the previous lesson. -To analyze possible mistakes and errors made in the role-plays in order to correct them in the next role-plays.	Video filming Role-play Rubric	Quantitative data	5 hours
April 11 th , 2013 – April 15 th , 2013.	Practice the pronunciation and use of different grammar points related to school supply, plural of nouns, demonstrative adjectives and useful expressions and questions to ask for some school supplies	To learn the use and the pronunciation or different expressions and grammar points to be used in the role-play	Lesson Plan Group and pair work, interview among students	Qualitative	4 hours
April 17 th 2013- April 19 th , 2013	-Develop a Role-playing controlled through cued dialogues (group	To put into practice the different expressions and grammar points learned in the previous lesson.	Video filming Role-play	Quantitative data	3 hours



	preparation) "Where is..." - Self- Correction	-To analyze possible mistakes and errors made in the role-plays in order to correct them in the next role-plays.	rubric		
April 22nd, 2013- April 24 th , 2013.	Practice the pronunciation and use of different grammar points and expressions related to sports	To learn the use and the pronunciation or different expressions and grammar points to be used in the role-play	Lesson Plan Group and pair work	Qualitative	3 hours
April 25 th , 2013 – April 27 th , 2013.	Role-playings controlled through cued dialogues (group preparation) "Talking about sports" -Self- Correction	To put into practice the different expressions and grammar points learned in the previous lessons To analyze possible mistakes and errors made in the role-plays in order to correct them in the next role-plays.	Video Filming Role-play rubric	Quantitative data	3 hours
April 29 th 2013- May 2 nd	Develop a Role-playing controlled through cued dialogues (individual preparation) "Developing Different Situations"	To put into practice the different expressions and grammar points learned in the previous lessons	Video Filming	Quantitative data	4 hours
May 6 th , 2013-	Develop a follow up activity based on the filmed role-plays	To assess and grade students' listening skill and role-play	Follow up activity Role-play rubric	Quantitative data	2 hours
May 8 th , 2013- May 10 th , 2013.	Practice the pronunciation and use of different grammar points and expressions related to requests with the modal CAN	To learn the use and the pronunciation or different expressions and grammar points to be used in the role-play	Lesson Plan Group and pair work, interview among students	Qualitative	3 hours
May 13 th , 2013- May 15 th , 2013.	Develop a Role-playing controlled through cued dialogues (individual preparation) "Making a request"	To put into practice the different expressions and grammar points learned in the previous lessons	Video Filming	Quantitative data	3 hours.
May 16 th , 2013.	Develop a follow up activity based on	To assess and grade students' listening skill and	Follow up activity	Quantitative data	1 hour



	the filmed role-plays	role-play rubric.	Role-play rubric		
May17th, 2013- May 20 th , 2013.	Practicing the pronunciation and use of different grammar points and expressions related to months of the year, days of the week, Wh-questions words and prepositions of time	To learn the use and the pronunciation or different expressions and grammar points to be used in the role-play	Lesson Plan Group and pair work, interview among students	Qualitative	4 hours
May 22nd, 2013- May 27 th 2013.	Develop a Role-playing controlled through cues and information (group preparation) "Requesting a computer" "Making a request" "Inviting"	To put into practice the different expressions and grammar points learned during the application of the method	Video Filming Role-play rubric	Quantitative data	4 hours
May 29 th 2013- May 30 th , 2013.	-Present the different role-plays to the class -Develop a follow up activity based on the filmed role-plays	To assess and grade students' role-play and listening skill.	Role-play rubric Follow up activity	Quantitative data	2 hours
May 31 st , 2013- June 5 th , 2013.	Develop a Role-playing controlled through cues and information (group preparation) "Making a request"	To put into practice the different expressions and grammar points learned during the application of the method	Video Filming Role-play rubric	Quantitative data	4 hours
June 6 th , 2013- June 7 th , 2013.	-Present the different role-plays to the class -Develop a follow up activity based on the filmed role-plays	To assess and grade students' role-play and listening skill.	Role-play rubric Follow up activity	Quantitative data	2 hours
June 10 th , 2013- June 13 th , 2013.	Develop a Role-playing controlled through cues and information (group preparation) "Inviting"	To put into practice the different expressions and grammar points learned during the application of the method	Video Filming Role-play rubric	Quantitative data	4 hours
June 14 th , 2013-	-Present the different role-plays	To assess and grade students' role-play and	Role-play rubric	Quantitative data	2 hour



June 17 th , 2013	to the class -Develop a follow up activity based on the filmed role-plays	listening skill.	Follow up activity		
June 19 th , 2017.	Post-test given to the 9 th and 10 th grade students	To determine the level of the students' knowledge and skills in order to apply the Role-play method and validate the students' progress at the end of the application of this method	Post-test Video filming	Quantitative data	2 hours



APPENDIX J

STUDENTS' SURVEY ABOUT ROLE-PLAYS EVALUACIÓN DEL MÉTODO ROLE-PLAY

Gracias por tomarse el tiempo y esfuerzo para responder a esta encuesta. Por favor dé su respuesta más honesta a las siguientes preguntas. La información que usted dé es confidencial. Sus respuestas a las siguientes preguntas ayudarán a mejorar la aplicación de este método.

Marque con una X su respuesta.

	Si	Poco	No
1.¿Fueron claras las instrucciones de los roleplays?			
2.¿Tuvo suficiente tiempo para desarrollar la actividad?			
3.¿Fue positiva su experiencia durante la aplicación del método?			
4.¿Este método le ayudó a mejorar su inglés?			
5.Escriba en que aspectos le ayudó este método:			



APPENDIX K

Table 21

ROLE-PLAY RUBRIC

Criteria	To be improved 1-2	Average 3-4	Advanced 5	Score
Verbal Communication	Speech production is always disrupted by hesitation	Speech production is frequently disrupted by hesitation as student search for correct form of expression.	Speech production is always connected.	
Non-verbal communication	Students do not use appropriate gestures and do not maintain eye contact and only read from notes	Students occasionally use appropriate gestures and maintain eye contact frequently, and seldom return to notes	Students use appropriate gestures and maintain eye contact most of the time, and seldom return to notes.	
Character appropriateness in the role-play	Very little use of body language and intonation, which did not generate much interest in topic being presented. Role wasn't played in a convincing manner.	Body language and intonation sometimes generate a strong appropriateness and enthusiasm about the character of the role-play.	Body language and intonation generate a strong appropriateness and enthusiasm about the character of the role-play.	
Clear Language	Many grammatical errors and the pronunciation of the words is unclear which obscures meaning	Some grammatical errors and the pronunciation of words is somewhat clear.	Few grammatical errors and the pronunciation of words do not interfere with the message.	



APPENDIX L

TRANSCRIPTION OF ROLE-PLAYS

ROLE-PLAYING CONTROLLED THROUGH CUED DIALOGUES IN GROUPS

Role-Play 1: Introducing to a friend

<p>Groups 1: A, B, and C <i>[Student A and C are talking in a very low voice] [Laughs]</i> <i>[Student B arrives]</i> A: Hi, Merlish. Welcome to Ecuador. B: I am... eee...Hello, ((---)) A: How are you? B: I am...mm.. very good. A: ...mm Merlish, this is... this is Byron. Byron this is Merlish C: Hi, Merlish A, B, and C: <i>[silence]</i> <i>[Student A moves aside the conversation]</i> C: eee.. Nice to meet you! B: Nice to meet you too too? C: Where are you from? B: I'm ((...)) C: ¿Cómo? <i>[laughs]</i> C: Gracias!! <i>[laughs]</i></p>	<p>Group 2: D, E, and F. <i>[Silence]</i> <i>[Students E and F are waiting for someone]</i> <i>[Student D arrives]</i> D: Hellooooooo! <i>[laughs]</i> E: Hi...Nice to meet you! <i>[laughs]</i> E: ...eee How are you? D: so so [in a tiring voice] <i>[silence]</i> E: Alex, this is Mayra. Mayra, this is Alex. F: Hello! Nice to meet you! ...eeemmm Where are you from? D: ...Colombia F: ...eeemmm... Really? D: Ye! E: ...mm Alex and Mayra... come on the house. F: I'm sorry. I have to study. E: Ok. Mayra F: Byeeee Mary and Alex D: eee bye... nice to meet you.</p>
<p>Group 3: G, H, and I <i>[Students G and I are waiting for someone]</i> <i>[Student H arrives]</i> G: Hello, Tanya...mmm Welcome Italy. H: Hi, Sarai... thank you! G: How are you? H: I am... ok.... But...it ((iring.. iring))...a ver...it's great to be her. <i>[silence]</i> G: No...mmm.. esteee <i>[laughs]</i>...eee.. Talia, eee she is Marcia. <i>[noise in the classroom]</i> <i>[long silence]</i> I: ...Hi. Talía...eee..Tania... <i>[laughs]</i>Nice to meet you... Nice to meet you. Where are you from Talía? H: ii..I am Colombia. I: ((ralish?)) <i>[long silence]</i></p>	<p>Group 4: J, K, and L. <i>[Students J and L are waiting for someone]</i> <i>[Student K arrives]</i> J: Hello, Hilda K: Hello...Jessenia <i>[silence]</i> J: Hello, Hilda... di Hi Jessenia <i>[laughs]</i> K: Hi, Jessenia <i>[silence]</i> K: ...eee it to nice meet you <i>[mumbling]</i> J: Welcome to Canada? K:eee thank you... thank you... it great to be here <i>[hesitating]</i> J: How are you? K: ...so so... <i>[silence]</i> J: Hilda, this is Wilson. Wilson, this is Hilda. L: ...Hello, Hilda. Nice to meet you?</p>



<p>G: ...mmm a ver... I'm ok. Come on my house H: Ok. Let's go O: I'm ((..)) I'm study G: eeee Ok. Bye -bye [Silence] I: Good bye Talía, good bye ...good bye Sarai.</p>	<p>K: Nice to meet you, Wilson. L: Where are you from? K: I'm de Colombia. L: ...Cool! K: Yah!! [silence] J: Come on the my house? K: Thank you. L: I'm sorry. I'm to study. Bye Jessenia....Nice to meet you, Hilda.[noise outside the classroom] K: Bye-bye. [laugh] J: What about you? K:[noise] ((..))</p>
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Role-play 2: Ask Basic Questions

<p>Group 1: A and B A: Teacher B: Good morning. What your name? A: My name is Rosa. B: What your last name? A: My last name is.. is Carrion. B: Where is you from? A: Where is you from??? Japan B: Cool! ... What... eee... How old are you? A: ... ee... I am fifteen years old. B: ...uuhh Welcome to Ecuador A: Thanks B: Thank you A: Thank you.</p>	<p>Group 2: C and D C: Ups... D: How are you? C: I am fine, thanks. [silence] D: Hi.. [laughs] My name is Alex....I'm sorry, what's your name? C: My name is Wilson. [silence] [Laughs] D: Where are you from? [Laughs] C: I am from mmm... Puerto Rico D: When is.... Where do you live? C: I'm a student D: [Laughs]</p>
<p>Group 3: E and F E: Good morning, teacher. F: Good morning. What's your name? [noise of children talking loudly outside the classroom] E: My name is... Tanya. F: ... mmm what's last name? E: My name and my last name is Lema. F: Where are you from? E: I... I'm from Japan F: ... How old are you? E: ...I'm fifteen years old. F: ... Welcome to...my class. E: It's great...to be her</p>	<p>Group 4: G and H [Student G pushes student H by accident][laughs] G: I'm sorry... how are you? H: [laughs] ... eee.. so so [laughs] G: Hello. My name is Marcia...sorry...eee...what you... what do you live? H: Hi, Marcia...eeee... my name is Mayra. G: eeehhh Where... where are you from? H: I'm from mmm... I'm from in Ecuador. G: ... ree... really? H: eeehh Yes G: What's do you do H: aaa I stu...student. [silence] H: mmm...Bye Marcia... nice to meet you G: Nice to meet you, too. Bye-bye.</p>



Role play 3: Where is my...? Use of Demonstrative Adjectives

<p>Group 1: A and B <i>[Student A and B are working in pairs]</i> A: Where is my backpack? B: Sorry, I don't know... I don't know. ... Is this...this is your backpack? A: No...<i>[cough]</i> B: Is this your backpack? <i>[Pointing to a backpack]</i> <i>[Noise of hammering outside the classroom]</i> A: Yes! <i>[B gives A her backpack]</i> B: You... where are you welcome! A: Thank you B: Good... soon... here is come</p>	<p>Group 2: C and D <i>[Student C arrives]</i> C: Hello, Mayra... Where is my book? D: I don't know... Is... this your book? <i>[Holding a book]</i> C: No! D: Is that your book? <i>[Pointing to a book]</i> C: Yeah! Thank you! D: You're welcome to.</p>
<p>Group 3: E and F <i>[Student E and F working in pair]</i> E: Where is my book? F: I am sorry... I don't know. E: mmm nooo F: Isss... Is this... Is this your book? <i>[holding a book]</i> E: No... this is not my book. F: What color is your book? E: It's black. It's my English book. F: Is that your book? <i>[Pointing to a book]</i> E: ...eee Yeah, thank you! F: You're welcome. <i>[Speaking in a low voice]</i></p>	<p>Group 4: G and H <i>[Student G and H are working in pair]</i> G: <i>[Looking for something]</i> Byron...eee... where is my color pencil? H: I don't know. Hilda, is that your color pencil? <i>[Pointing to a color pencil]</i> G: aaaah...no H: Hilda, is this your color pencil? <i>[Holding to a color pencil]</i> G: Yes!! H: Her you are! G: Thank you, Byron! H: You're welcome.</p>

Role-Play 4: Talking about sports

<p>Group 1: A and B <i>[Student A is playing basketball]</i> <i>[Student B arrives]</i> B: Hello Wilson. A: Hello, Tanya B: What's your favorite sport? A: soccer B: Do you like... do youuu like so...soccer? A: Yeah! <i>[Noise of children shouting very loudly]</i> B: What do you think of soccer? A: It's great! B: aaah do you like swim? A: It's "fun". B: Do you like bicycling? A: No. Ok. <i>[Noise of people talking]</i> Let's go soccer.</p>	<p>Group 2: C, D and E <i>[Students C and D are playing with a basketball]</i> <i>[Student E arrives]</i> E: Hi Rosa and Lady. D: Hi. Mayra. E: What's your favorite sport? D: My favorite sport is soccer. C: My favorite sport is soccer. <i>[noise of a child speaking Spanish]</i> E: What do you think of soccer? D: I like. C: I like <i>[speaking in a low voice]</i> E: What? ...What sport don't like? D: ... Box C: mmmeee ...Box E: uuh. Don't like swimming? D: I love C: I like E: mmm Bye...Bye Lady and Rosa C: Bye Mayra. D: Bye Mayra.</p>
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<p>Group 3: F and G [Student F is kicking a ball] [Student G is arriving] F: Hi, Gloria. G: Hi, Byron. F: How are you? G: Fine, thank you. F: What's your favorite sport? G: Soccer. Byron, do you like soccer? F: I love soccer! What's do you think soccer? G: It's funny F: Ok. G: Come on. F: Let's go to play the soccer.</p>	<p>Group 4: H and I <i>[Student H is playing with the ball]</i> I: Hello, Mary. H: Hi. I: How are you? H: So so I: eee... what's... what's...what's sport do you do? H: Soccer I: Who... who's think of soccer? H: It's funny. I: Let's go to play soccer? H: Noooo. Bye Mary. I: Bye</p>
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ROLE-PLAYING CONTROLLED THROUGH CUED DIALOGUES

Role-play 5: Different situations

<p>Apologizing: Group 1: A and B [Student A is walking and reading a book] [Student B pushes A by accident] A: <i>aayh</i> Look at out!!! B: I am sorry... how are you? A: Good B: ... Hello, my name is Hilda. A: Hello, my name is Lady. B: Nice to meet you...nice to meet you, Lady. B: Good-Bye A: Bye-bye</p>	<p>Group 2: C and D Where is my.....? Use of demonstrative adjectives <i>[Student A is in the classroom]</i> <i>[Student B arrives]</i> C: Hello, Wilson D: Hello, Alex. C: How are you? D: Very well. C: Where is my book? D: Sorry, I don't know. Is this your book?... Is this your book? <i>[holding a book]</i> C: No D: Is that your book? <i>[Pointing to a book]</i> C: Yes. D: Her you are C: Thank you, Alex. D: You're welcome C: Bye Alex. D: Bye Wilson.</p>
<p>Group 3: F and G Apologizing: [Student F is walking and reading a book] [Student G pushes A by accident] F: <i>Aay</i> G: I'm sorry. How are you? F: So so G: Really? F: Yeah! G: What's your name? F: My name is Rosa. What's your name?</p>	<p>Group 4: H, I and J Introducing a friend. [Students H and I are welcoming to a friend] [Student J arrives] H: Hello, Gloria. Welcome to Italy. J: Hello, Tanya. H: How are you? J: How are you?eee.... so so H: <i>eeemmm</i>... Gloria, this is Jessenia. Jessenia this is Gloria. I: Hello, Gloria, where are you from? J: I'm from Canada.</p>



<p>G: My name is Mayra. How are you? How old are you?</p> <p>F: "I" am thirteen years old.</p> <p>G: Bye Rosa, nice to meet you!</p> <p>F: Bye Mayra.</p>	<p>I: Really?</p> <p>J: I'm from Canada. [Speaking in a loud voice] <i>[Silence]</i></p> <p>I: What's your favorite ... favorite singer?</p> <p>J: My favorite singer is Aneth Moreno.. I: How are you? How old are you?</p> <p>J: How old are you? ...years... thirty years old.</p> <p>H: <i>eee... dice eee</i> I can... come on to my house.... Let's go</p>
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Role-play 6: Making a request with the modal CAN

<p>Group 1: A and B</p> <p>Requesting a permission</p> <p>A: Good morning, mom. How have you been?</p> <p>B: <i>eee...</i> Good morning, son, very good, thank you.</p> <p>A: so so. Can I go the play soccer with my friends?</p> <p>B: Ok. <i>[cough]</i> but Can you .. the homework, first?</p> <p>A: Thank you, mom.</p>	<p>Group 2: C and D</p> <p>Requesting a guess pass</p> <p>[Student C is the secretary] [Student D is requesting a pass] C:</p> <p>Good morning.</p> <p>D: Good morning.</p> <p>C: Can I ask your my question?</p> <p>D: Of curse</p> <p>C: Give my friend a pass</p> <p>D: Sure. What's your last name?</p> <p>C: Suqui.</p> <p>D: and your first name?</p> <p>C: Wilson</p> <p>D: What's your address?</p> <p>C: Agüilán.</p> <p>D: at... and your telephone number?</p> <p>C: 3022264</p> <p>D: Repeat, please C: 302264 D: I am sorry. Can you repeat the last....</p> <p>Four...four digitos... please?</p> <p>C: 2264</p> <p>D: What's your <i>[interrupting the conversation]</i></p> <p>C: Repeat, please</p> <p>D: What's your "<i>date of birthday</i>", Wilson? C: January 23 2000 D: Her you gu. Is there an "<i>else</i>"?</p> <p>C: That's is thanks.</p> <p>D: Repeat, please.</p> <p>C: No, that's is thanks?</p> <p>D: You're welcome.</p> <p>C: Bye, Gloria</p> <p>D: Bye, Wilson</p>
<p>Group 3: E and F</p> <p>Requesting a guess pass</p> <p>[Student E is the secretary] [Student F is requesting a pass]</p> <p>E: Good morning.</p> <p>F: Good morning.</p> <p>E: Can you give... a guess pass?</p> <p>F: Sure. What's your last name?</p> <p>E: My last name is Santos.</p>	<p>Group 4: G and H</p> <p>Requesting a guess pass</p> <p>[Student G is the secretary] [Student H is requesting a pass]</p> <p>G: Good morning, secretary.</p> <p>H: Can I...a question?</p> <p>G: Of course</p> <p>H: Can I.... Can... give a guess pass?</p> <p>G: Sure. What's your last name?</p> <p>H: Carrion</p>



<p>F: <i>mmm...what's... and...and your eee first name?</i> E: My name is.Alex. F: <i>eee... uuh</i> what's your address? E: My address is Agüilàn. F: What's your...((...)) of the birthday? E: Repeat, please. F: <i>eeee</i> date of the birthday? E: 4 July... 19 F: Here, I come is and else E: No thanks F: You're is welcome</p>	<p>G: Can you spell that's please. H: C i r r i o n G: and your first name? H: Rosa. R- o- s- i G: What's your address? H: Agüilàn... Agüilàn centro G: and your phone number? H: 10232226 G: I'm sorry. Can re... repeat the last digits please? H: 2264 G: 2264? H: Yes G: What's your date birth, Rosa? H: September 15 1999. [Noise outside the classroom] G: Is you here is there anything else? H: No, thanks. Thank you. G: You're welcome. H: Bye-bye.</p>
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Role-play 7: Different situations

<p>Group 1: A and B [Students in the computer lab] A: Good morning. B: Good morning. A: Can you... can you give my guess pass? B: Sure A: Can I ask you a question? B: Of "curse" A: What's your last name? B: <i>mmm</i> Morocho A: What's your firs name? B: Mayra A: What's your date of birth? B: December 22 1999... 97 A: Repeat, please. B: 1997 A: What's your address? B: Agüilàn A: What's your email? B: mayra221997@hotmail.com A: What's your telephone number? B: 0995775780 A: Repeat please B: 80995775780 A: What's your country? B: Ecuador A: ... Sign, please. B: Thank you A: You're welcome.</p>	<p>Group 2: C and D C: Good morning. D: Good morning. C: Can I a question? D: Of course C: Can I give my guess pass? D: Sure. What's your last name? C: Carrión D: Can you spell that please? C: C-a-r-r-i-o-n D: and your first name? C: Rosa. R-o-s-i D: What's your address? C: Agüilàn street ((...)) D: and your phone number? C: 5093022264 D: I'm sorry. Can you repeat... the four digits, please? C: 2264 D: 2264? What's your date of birthday? C: 15... September 15 1999. D: Here you, is there anything else? C: Thank you!! D: You're welcome. C: Bye-bye</p>
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Group 3: E and F	Group 4: G and H
<p>E: Good morning. F: Good morning. E: Can you my guess pass? F: Sure. Can I you a question? E: Of course F: What's your last name? E: Suqui F: What's your first name? E: Wilson. F: What...Can you spell your first name? E: W-i-l-s-o-n F: What's your "dat" of "birthday", Wilson? E: 23 January 2000 F: Repeat, please. E: 23 January 2000 F: What's your address? E: Ecuador.... Agüilàn F: What's your telephone number? E: 0987750184 F: Repeat, please E: 0987750184 F: Where are you from? E: Ecuador F: What's your "e-mail"? E: wilsonsuqui_j@hotmail.com F: Repeat, please E: wilsonsuqui_j@hotmail.com F: Ya...firme aquí. Thank you! E: Gracias</p>	<p>G: Good morning. How are you? H: Fine, thanks. Can you guess pass? G: ((S ui)) H: what's your last name? G: Lema H: What's your name? G: Hilda H: Can you spell your name, please? G: H-a-l-d-a H: Where do you live? G: Curiaru H: Where are you from? G: Ecuador H: What's your telephone number? G: My telephone number es cero nine eight cero nine nine eight two six six two six H: Please [Student H gives the guess pass to student G to sign] G: Thank you. H: You're welcome. G: Thank you</p>

ROLE-PLAYING CONTROLLED THROUGH CUES AND INFORMATION

Role-Play 8: Requesting a computer

Group 1: C and D	Group 2: E and F E:
<p>C: Good afternoon, teacher. D: Hello, how are you? C: ...eeeh so so... Can I use a computer? D: No problem! C: ... Thanks! D: What are your((...))please C: Ok D: What's your name? C: Rosa D: What's your last name? C: Carrión D: How old are you? C: fifteen ((...)) D: What's your....what's your of birthday? C: September 13 1919 D: I'm sorry, repeat please. C: September 13 1919</p>	<p>Good afternoon. F: Hi E: Can I... Can I use a "computer", please F: Ok. What's your name? E: My name is Mayra F: What you're ((investiging)) E: about music F: What you "grade" in? E: Tenth F: "Sign it" ((...)) E: Ok. F: "Use computer" ... seven</p>



<p>D: What grade are you? C: on 9th grade D: Computer ((...)) C: Ok D: Don't eat in the lab please [<i>mumbling</i>] C: No problem D: Please, "<i>sign</i>" her. Use computer number... C: Yes:</p>	
<p>Group 3: G and H G: Good morning, teacher. H: Good morning. G: Can I... a computer? H: Yeah! May I have... you some questions? G: Ok. H: <i>mmm</i>...what's your name and last name? G: I am Tanya Lema. H: <i>eeemm</i>... How old are you? G: 14 years old H: <i>eee</i>...eee what homework are you... go... going to do? G: about science H: How...how long are you going to be here? G: 30 minutes H: Sign. <i>aaahh</i> 7 G: Thank you!</p>	<p>Group 4: I and J I: Good afternoon. J: Good afternoon. I: Can I use a "<i>computer</i>" please? J: Ok. Can you fall... fill this form? I: Sure J: What's your name? I: Jessenia Gualpa J: What's your last name? I: Gualpa J: What's your telephone number? I: 2230809 J: How ... how old are you? I: Fourteen years old. J: Ok. I: Thank you</p>

Role-Play 9:

<p>Group 1: A and B A: Good morning, teacher. B: Good morning A: How are you? B: Fine, thank you! A: <i>aaahh mmmm</i> Can I...use the computer, please? B: Ok. A: Thank, you B: What's your minute please? A: Repeat, please. B: What are your minutes, please? A: mmmm B: What are your minute, please? A: <i>mmmm</i> the minutes... 13 minutes B: Ok. What's your name? A: <i>mmmm</i> my name is Byron. B: Byron, what's your last name? A: Chimborazo B: <i>yaaa</i> how old are you? How old are you? A: ...fifteen... fifteen years old B: Repeat, please A: fifteen years old</p>	<p>Group 2: C and D C: Good morning, teacher. D: Hi. C: Can I... Can I use the compu? D: No problem! C: Thanks. D: what are your dates, please? C: Ok D: What's your name? C: My name is Rosa. D: What's your last name? C: Carrión D: What's your... birthday? C: September 13 1992 D: I'm sorry, repeat please. C: September 13 1992 D: Don't enter the... facebook, please. C: Ok D: Don't "<i>eat</i>" in the lab, please. C: Ok D: Please, "<i>sign</i>". Use the computer 7. C: Yes.</p>
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<p>B: fifteen years old. Ok. What's your telephone number? A: 223176 B: What "grade" are you in? A: 10th grade B: What are you in... investigation? A: The... natural science B: Repeat, please A: The computation B: Computation? A: Ok B: OK. Please, your... use computer number 5 A: Ok. Thank you.</p>	
<p>Group 3: E and F Inviting to see a movie. E: Hello, Mayra, F: Hello, Mariela. E: How are you? F: ((...)) E: Do you?... eee Do you?... Do you see a movie? F: Ok. What's time is? E: 9 o'clock F: what movie is? E: ... "Escalera al cielo" F: What are this? E: What? ... repeat, please F: What are this? E: Monday? F: eee When is the movie? E: eee July F: Ok. E: Bye F: Bye</p>	<p>Group 4: G and H Inviting to a party G: Hello, Mary. H: Hi, Tanya. G: How are you? H: so so G: Can you go to my party? H: Yes.... What day is the party? G: On Saturday! H: What time is the party? G: at 7 H: What's is the party? G: Xavier's birthday! H: [noise of children shouting] G: Bye G: Bye</p>

Role-play 10th

Inviting to play soccer

<p>Group 1: A and B A: Hi, Mary. [Cough] Hi, Mary. B: Hi, Byron. A: How are you? B: So so A: aaaah Can you play soccer? B: Yes. What day is the play soccer? A: The play soccer is on the Monday. B: Where is the play soccer? A: The play soccer is on "Comuna" B: eeeemmm What time is the play soccer? A: The play soccer is at 3:15 pm B: Let's go A: Let's go</p>	<p>Group 2: C and D Inviting to a birthday party C: Hello D: Hi C: Hi D: so so C: Can you go... can you go... my birthday? D: Yes. When is the birthday? C: On Saturday D: What "time" is the birthday? C: on 7 o'clock. D: Where is the birthday? C: at... home D: Yes. Bye C: Bye</p>
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<p>Group 3: E and F</p> <p>Inviting to play</p> <p>E: Hello, Wilson.</p> <p>F: Hello, Alex.</p> <p>E: Can you go to play?</p> <p>F: Yes. What day is the game?</p> <p>E: On Sunday</p> <p>F: Ok. What time is the game?</p> <p>E: at 7 o'clock.</p> <p>F: <i>eeeh</i> who's the go to play?</p> <p>E: Max, Wilson, Andrés</p> <p>F: Ok. Bye, Alex.</p> <p>E: Bye Wilson.</p>	<p>Group 4: G and H</p> <p>Inviting to see a movie</p> <p>G: Hello</p> <p>H: Hi</p> <p>G: How are you?</p> <p>H: So so and you?</p> <p>G: Vey good</p> <p>H: <i>eeehmmm</i> Can you to see...see a movie?</p> <p>G: Yes. What movie is?</p> <p>H: "<i>Titanic</i>"</p> <p>G: Where is the movie?</p> <p>H: In my house</p> <p>G: What day...what day is the movie?</p> <p>H: On Saturday</p> <p>G: <i>eeeeh</i> what time is the movie?</p> <p>H: 7 pm</p> <p>G: Ok.</p> <p>H: Bye-bye.</p> <p>G: Bye.</p>
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APPENDIX M

RESULTS OF THE DIFFERENT GROUPS OF ROLE-PLAYS

Role-Plays	Groups	CRITERIA				TOTAL
		Verbal Communication 5	Non-verbal Communication 5	Character appropriateness 5	Clear Language 5	
1 Introducing to a friend	1	2	2	2	2	8
	2	3	2.5	2.5	3	11
	3	3	2.5	3	2.5	11
	4	3	2	2	3	10
TOTAL		11	9	9,5	10.5	40
MEAN		2,75	2,25	2,38	2,63	10
Nº STUDENTS	12	55%	45%	47.6%	52.6%	50%

Role-Plays	Groups	CRITERIA				TOTAL
		Verbal Communication 5	Non-verbal Communication 5	Character appropriateness 5	Clear Language 5	
2 Asking basic questions	1	3	3	3	3	12
	2	2	2	2	2,5	8,5
	3	3	3	3	3	12
	4	4	3	2,5	3,5	13
	5	5	4	3,5	4	16,5
TOTAL		17	15	14	16	62
MEAN		3,4	3	2,8	3,2	12,4
Nº STUDENTS	10					
%		68%	60%	56%	64%	62%

Role-Plays	Groups	CRITERIA				TOTAL
		Verbal Communication 5	Non-verbal Communication 5	Character appropriateness 5	Clear Language 5	
3 Where is? Use of Demonstrative Adjectives	1	3	3	2,5	3	11,5
	2	4	4	3	4	15
	3	3	3	2,5	3,5	12
	4	5	4	4,5	4,5	18
	5	4	3	2,5	3	12,5
	6	4,5	4	3	3	14,5
TOTAL		23,5	21	18	21	83,5
MEDIA		3,92	3,50	3	3,50	13,92
Nº STUDENTS	12	-	-	-	-	-
%		78.4%	70%	60%	70%	69.6%



		CRITERIA				TOTAL
Role-Plays	Groups	Verbal Communication	Non-verbal Communication	Character appropriateness	Clear Language	
		5	5	5	5	20
4 Talking about Sports	1	3	2,5	2,5	3	11
	2	3	2	2,5	2,5	10
	3	3	3	3	3	12
	4	3	2	3	3	11
	5	2	2	2	2,5	8,5
TOTAL		14	11,5	13	14	52,5
MEAN		2,80	2,30	2,60	2,80	10,50
Nº STUDENTS	12					
%		56%	46%	52%	56%	52.5%

RESULTS OF THE SECOND GROUP OF ROLE-PLAYS

		CRITERIA				TOTAL	
Role-Plays	Groups	Verbal Communication	Non-verbal Communication	Character appropriateness	Clear Language		
		5	5	5	5	20	
5 Different situations	1	3	2,5	2,5	3	11	
	2	2,5	2,5	2,5	3	10,5	
	3	3	3	3	4	13	
	4	3	3	2,5	3	11,5	
		11,5	11	10,5	13	46	
TOTAL							
MEAN		2,88	2,75	2,63	3,25	11,50	
Nº STUDENTS	9						
%		57.6%	55%	52.6%	65%	57.5%	

		CRITERIA				TOTAL
Role-Plays	Groups	Verbal Communication	Non-verbal Communication	Character appropriateness	Clear Language	
		5	5	5	5	20
6 Making a request	1	4	3,5	3,5	3	14
	2	3	3,5	3	3	12,5
	3	3	3	3	3	12
	4	3	3	3	3	12
	5	3,5	3	3	3	12,5
	6	3,5	3	3,5	4	14
		20	19	19	19	77
MEAN		3,33	3,17	3,17	3,17	12,84
Nº STUDENTS	12					
%		66.6%	63.33%	63.33%	63.33%	64.2%



		CRITERIA				
Role-Plays	Groups	Verbal Communication 5	Non-verbal Communication 5	Character Appropriateness 5	Clear Language 5	TOTAL 20
7 Making a request	1	4	3,5	4	3,5	15
	2	4	3,5	3,5	3,5	14,5
	3	4	4	4	3,5	15
	4	4	4	3,5	3,5	15
	5	4	4	4	3,5	15,5
TOTAL		20	19	19	17,5	75
MEAN		4,00	3,80	3,80	3,50	15
Nº STUDENTS	10					
%		80%	76%	76%	70%	75%

RESULTS OF THE THIRD GROUP OF ROLE-PLAYS

		CRITERIA				
Role-Plays	Groups	Verbal Communication 5	Non-verbal Communication 5	Character Appropriateness 5	Clear Language 5	TOTAL 20
8 Requesting A Computer	1	4	4	4	4	16
	2	3,5	3,5	3,5	3	13,5
	3	3	3	3	3	12
	4	4	3	3	3	13
	5	4	3	3	3	13
	6	4	4	3,5	3,5	15
TOTAL		22,5	20,5	20	19,5	82,5
MEAN		3,75	3,42	3,33	3,25	13,75
Nº STUDENTS	12					
%		75%	68,33%	66,67%	65%	68,75%



Role-Plays	Groups	CRITERIA				TOTAL
		Verbal Communication 5	Non-verbal Communication 5	Character appropriateness 5	Clear Language 5	
9 Making a request	1	4	3,5	3,5	3,5	14,5
	2	3,5	3,5	4	3,5	14,5
	3	4	4	3,5	3,5	15
	4	4	3,5	3,5	3,5	14,5
	5	3,5	3	3	3,5	13
	6	4	3,5	4	3,5	15
TOTAL		23	21	21,5	21	86,5
MEAN		3,83	3,50	3,58	3,50	14,42
Nº STUDENTS	12					
%		76,67%	70%	71,67%	70%	72,08%

Role-Plays	Groups	CRITERIA				TOTAL
		Verbal Communication 5	Non-verbal Communication 5	Character appropriateness 5	Clear Language 5	
10 Inviting	1	4	3,5	3,5	4	15
	2	4	3	3,5	3	13,5
	3	4	3,5	3,5	4	15
	4	4	3,5	3,5	4	15
	5	3,5	3,5	3,5	3,5	14
	6	3,5	4	3,5	3,5	14,5
TOTAL		19	21	21	22	87
MEAN		3,80	3,50	3,50	3,67	14,5
Nº STUDENTS	12					
%		76%	70%	70%	73,33%	72,5%